



**Altrincham CE**  
Aided Primary School

*Grow Strong and Bear Fruit*



**Religious Education Policy**

**February 2025**

## Introduction

Altrincham CE is a Voluntary Aided Primary School within the Diocese of Chester. Our mission, as a primary school with a strong Christian foundation is to provide an education which is deeply rooted within love, friendliness and a strong tradition of the Christian faith which ensures the children and adults have a nurturing and aspirational environment to reach their full potential, living life in all its fullness. Loving God and each other is lived out in the everyday life of school. We enjoy close relationships with our two local churches: St George's and St Margaret's.

At Altrincham CE Primary School, every child and adult matters and value is placed on each stage of the learning journey. Our core Christian values run strongly through our planned and incidental curriculum as we provide opportunities for our children to develop awe and wonder in themselves as individuals, an understanding of their place in the world and a strong respect and appreciation for the beliefs, achievements and contributions of others. In this way they have the skills and resilience to thrive in a rapidly changing world. Our academic standards are high and our broad and enhanced curriculum ensures that our children have opportunities and experiences they will remember well into the future.

Based on the teachings of the Parable of the Sower, at Altrincham CE Primary School we articulate our vision around the idea of nurturing children and adults like seedlings, providing "good soil" in which they can grow strong and flourish. It is our mission to ensure that nobody "falls by the wayside"; we provide that rich ground into which adults and children can put down deep roots to develop learning behaviours, academic learning, rich experiences and Christian values, enabling them to develop their potential as individuals and flourish.

Within our community we nurture growth and provide support so that everyone has the courage to face challenge and the resilience to persevere, even when confronted by difficulties. When they encounter "rocky ground", or become distracted by the "birds" of life's temptations, they will have the tools they need to achieve their full potential and make a real difference in the world.

We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom. We aim that everyone feels valued and has respect for themselves, others and the environment in which we live.

At the core of this nurturing environment is the space for the children to develop individual spirituality and personal faith. Throughout school, weekly RE lessons provide the children with facts and traditions about Christianity and other world religions. However, a larger part of the RE curriculum focuses on opportunities to think about the impact of events when they happened, how this connects to pupils' lives now and how this learning may impact on them in the future. We believe that this knowledge, along with the ability to reflect provides our children with the opportunity to become well rounded citizens, able to communicate with their local community and beyond.

As a school we aim to promote ambition in our children as they 'Grow Strong and Bear Fruit', supporting them to move forward in their lives. Throughout school, RE lessons provide the children with examples of many people in the Bible who were ambitious to fulfil God's will and through perseverance and hope they achieved their goals. Teachers also make links within the wider curriculum with other people of faith who are ambitious and achieve their goals. The individual impact part of the lessons provides the children to reflect on their own ambitions and goals, and gives space and time for them to reflect on the small steps they will take to succeed.

As we live in a world community of people of different faiths and no faith, at Altrincham CE Primary School we believe children can 'grow strong and bear fruit' in their lives when they are able to talk to all sectors of society. The religious knowledge that is embedded within our children enables them to flourish with confidence in many different and challenging situations. Striving to be the best they can be is embedded at Altrincham CE Primary School from the very beginning of their education.

We have chosen 4 whole school values to live out through our actions and deeds. These values are Courage, Koinonia, Thankfulness and Dignity. These values are at the core of our planned and incidental curriculum at Altrincham CE Primary School.

Each unit of the R.E. curriculum is linked closely with these values and the teaching in each year group reflects these links. Children are encouraged to explore the meaning of these values to the people studied and reflect on their own possession and demonstration of these values in their daily lives.

Children are prepared through RE to become future citizens of the world. Our staff recognise the barriers that children face in becoming valuable citizens of society and we strive to break down those barriers through the RE curriculum. The curriculum provides them with the opportunity to learn about God's Big Story and then compare and contrast this to other faiths and beliefs.

Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately at Altrincham CE Primary School.

### **Our Intent**

- To encourage pupils to make links between themselves and others and develop an understanding of cultures and different ways of life.
- To teach children about their unique place within the home, school and community
- To make connection between Biblical events and life on Earth over time and in today's world.
- To provide our pupils with an awareness of the world around them and for them to be mindful of the beliefs of others.
- To provide a broad range of memorable learning experiences, within a vocabulary rich environment, to promote positive attitudes to life-long learning.
- To enable every child to flourish through good quality R.E.
- To explore ways in which religious values and teaching have an impact on actions and decisions for people of faith.
- To allow pupils to experience, explore and encounter a wide range of creative and challenging activities that will help them discover the answers to key questions.
- To give the children opportunities to investigate, reflect and evaluate key questions.
- To prepare our children to live, flourish and work in a global and diverse community.
- To develop sense of awe and wonder.

- To provide experiences of church and Christian traditions alongside how to respect and show understanding of people and traditions from other faith backgrounds.

### Implementation

- RE is taught as a discrete lesson for 1.5 hours per week in Key Stage 2 and 1.25 hours in EYFS and Key Stage 1 , following the Questful RE Syllabus.
- Links to other subjects are made wherever possible, for example History, Geography and PSHE
- The curriculum overview is planned to ensure that teaching is sequential with the subject leader ensuring that knowledge and skills are taught in a logical and progressive order.
- The curriculum is enhanced by teaching children about World Faiths / festivals as and when they arise in the yearly calendar, through trips, visitors, inspirational speakers and whole school RE days e.g. Diwali, Eid etc.
- We create an environment where children are able to express their views, discuss similarities or differences between various faiths and also consider other people's views in a healthy manner.
- The teaching of key vocabulary will be a primary feature in each unit
- The curriculum encourages children to know about a range of religions and worldviews.
- A Growth Mindset approach is used consistently in RE.
- The curriculum encourages children to develop skills of reflection, empathy, communication, analysis, investigation, interpretation and evaluation.
- Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school. However, we welcome open discussion with parents about this and it would always be our preference that children feel included, respected and able to take part in our full curriculum. including RE lessons.

### Impact

- Children develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Children with SEND achieve the best possible outcomes.
- We offer opportunities for personal reflection and spiritual development.
- We aim for children to develop creatively, spiritually, socially and emotionally, thus enabling them to be ready for their next stage in education and life itself.
- Children have a confident set of questioning skills and knowledge supported by Christian values which can be used in education and life more generally.
- The impact of our RE curriculum is evaluated through teacher assessment during each unit. We use the Learning Outcomes for each unit, and End of Key Stage expected outcomes, to guide teachers in making a summative judgement which is recorded in line with other core subjects. These are then reviewed half termly by the subject leader to ensure there is progress and continuity across school.

- The RE curriculum is also evaluated through Governor meetings, book looks, learning walks and pupil voice.
- Progress in RE is reported annually to parents and has a prominent position in the end of year report.

### **Mission Statement**

Grow Strong and Bear Fruit

### **Vision**

*At Altrincham CE Primary, we are rooted in the love of Christ, nurturing each pupil's unique gifts and potential. Together, we grow strong in faith and character, bearing fruit in our community as we learn, support one another, and blossom into the best version of ourselves.*

### **Bible**

*"Some fell on good earth, and produced a harvest beyond his wildest dreams."*

Matt 13: 8, The Message

### **Requirements**

At Altrincham CE Primary School, we meet the requirements of the Church of England Statement of Entitlement for Religious Education which states 'Sufficient dedicated curriculum time, meeting explicit RE objectives, however organised, should be committed to the delivery of R.E. This should aim to be close to 10% but must be no less than 5% in key stage 1-4.'

Please see Appendix 1 for more information.

### **Parental right of withdrawal from R.E**

Parents have the right to withdraw their child from RE on the grounds that they wish to provide their own RE provision. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation; however, we would always seek to discuss parental views in this regard and encourage full participation in our curriculum and in the spiritual life of our school.

### **Syllabus**

Altrincham CE Primary School is a Voluntary Aided School. In Voluntary Aided schools, the management of Religious Education is a distinctive role of the governors and Head Teacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England and/or Methodist Church. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school. At Altrincham CE Primary School, guidance is taken from the Chester Diocese Board of Education and units of work are adapted from the online Questful RE Syllabus; we place special emphasis on World Faiths, world Views and Global Christianity. The units are supplemented with additional resources from the diocese recommended Understanding Christianity Units.

### **World Faiths, World Views, Global Christianity and Diversity**

The Questful RE syllabus includes specific units of work World Faiths and World views. Children are encouraged to consider diverse views and to reflect on their own beliefs and develop an

understanding of their place within the wider world. They explore and discover information about the beliefs and practices of World Faiths and World Views, ask meaningful questions, make comparisons, identify similarities and distinctions and make connections to their own experiences.

## Planning

Our RE curriculum is taken from the Questful RE Unit Plans for children in EYFS-Year 6. Staff adapt these plans to provide a range of age appropriate, challenging and creative lessons. It is suggested that the units last between 5 and 12 hours, however the number of hours advised on the planning is a guideline and staff adapt this to meet the needs of the children in their class. The children also have the opportunity to learn and explore World Faith festivals as they happen, for example Diwali and Eid.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii	Total
EYFS	E2 Harvest 4hrs E8 Friendship 4 hrs <b>Total 8 hours</b>	E1 I Am Special 5hrs E4 Christmas 6 hrs <b>Total 11 hours</b>	E5 Stories Jesus Heard 4 hrs E6 Stories Jesus Told 2/4 hrs <b>Total 6 hours</b>	E6 Stories Jesus Told 2/4 hrs E7 Easter 5 hrs <b>Total 7 hours</b>	E9 Special Places 6 hrs	E10 Prayer 6 hrs	44
YEAR 1	1.1 Harvest 5 hrs 1.7 Baptism 7hrs <b>Total 12 hours</b>	1.9 My World, Jesus' World 5hrs 1.3 Christmas 5 hrs <b>Total 10 hours</b>	1.4 Jesus 6hrs	1.5 Easter 5hrs	S3 Old Testament 6hrs	1.2 Creation 6hrs	45
YEAR 2	2.1 The Bible 10 hrs	S9 New Testament 5 hrs 2.2 Christmas 5 hrs <b>Total 10 hours</b>	2.3 Jesus 6hrs	2.4 Easter 5 hrs	2.5 Church 10hrs	2.6 Ascension and Pentecost 4hrs	45
YEAR 3	3.6 Harvest 5 hrs 3.1 Called by God 8 hrs <b>Total 13 hours</b>	S14 Diwali 4hrs 3.2 Christmas 5 hrs <b>Total 9 hours</b>	3.3 Jesus 6hrs <b>Total 6 hours</b>	3.4 Easter 5hrs <b>Total 5 hours</b>	3.5 Rules for Living 8/12 hrs <b>Total 8 hours</b>	3.5 Rules for Living 4/12 hrs S5 Christian Art 3/4 <b>Total 7 hours</b>	48
YEAR 4	4.1 David and the Psalms 6 hrs 4.2 Christmas 4/6 hrs <b>Total 10 hours</b>	4.2 Christmas 2/6 hrs 4.3 Jesus 9 hrs <b>Total 11 hours</b>	4.4 Easter 6 hrs <b>Total 6 hours</b>	4.5 The Church 8/12 hrs <b>Total 8 hours</b>	4.5 The Church 4/12 hrs 4.6 Prayer 2/6 hrs <b>Total 6 hours</b>	4.6 Prayer 4/6 hrs S2 The Lord's Prayer 3 hrs <b>Total 7 hours</b>	48
YEAR 5	5.1 Bible 12 hrs <b>Total 12 hours</b>	S12 Peace 5 hrs 5.2 Christmas 6 hrs <b>Total 11 hours</b>	5.3 Jesus 6 hrs <b>Total 6 hrs</b>	5.4 Easter 6 hrs <b>Total 6 hrs</b>	5.9 St Paul 6 hrs <b>Total 6 hrs</b>	5.5 Old Testament Women 7hrs <b>Total 7hrs</b>	48
YEAR 6	6.1 Life as a Journey 10 hrs 6.3a The Exodus 2/6 hrs <b>Total 12 hours</b>	6.3a Exodus 4/6hrs 6.3 Eucharist 3 hrs 6.2 Advent 5 hrs <b>Total 12 hours</b>	6.4 Jesus 5 hrs <b>Total 5 hours</b>	6.7 People of Faith 3/7 hrs 5.6 Loss, Death & Christian Hope 6hrs <b>Total 9 hours</b>	6.6 God 6/8hrs <b>Total 6 hrs</b>	S7 Change the World 4 hrs (+ revisit Life as a Journey) <b>Total 4 hrs</b>	48

## Presentation of Work

RE work is completed in individual, bespoke presentation books and in class scrapbooks. Children in Early Years and Key Stage 1 use the scrapbooks and e-books; individual books are introduced in Year 2 and used throughout Key Stage 2. Our Questful RE scheme gives clear guidance on which forms of evidence should be recorded to demonstrate learning as each unit progresses.

## Marking

Marking follows the ACE Feedback and Marking Policy. If a teacher feels an RE related comment is necessary, then they are free to provide this in order to enhance children's understanding and spiritual development.

Marking in Class Big Books takes the form of annotating children's work and recording children's comments and statements that show their learning and understanding.

### **Assessment**

Assessment takes place once per unit. Staff use the Questful RE map to assess the children's understanding of the unit. They decide whether each child has understood the concept, shown a deeper understanding or not understood the concept taught, and record this on the school assessment system.

### **SEND**

Provision for children with additional needs or SEND will follow the Altrincham CE Primary School SEND policy and where applicable their learning plan. Children with additional needs or SEND will be supported through adaptive teaching and learning, allowing them access to all areas of the RE curriculum.

### **Additional Learning and Experiences**

It is our aim at Altrincham CE Primary School to provide a wide and varied curriculum and as such take every opportunity to widen the children's breadth of learning with guest speakers, visitors, drama productions and workshops to name a few.

Visits to places of worship are arranged as part of the RE curriculum, as are visits by members from all faith communities. This brings the curriculum to life and gives children an opportunity to encounter a variety of World views and World Faiths. Visits to places of worship give children the opportunity to see religious practices, such as the Eucharist or a Baptism, performed by a faith leader.



## Religious Education in Church of England Schools

### A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.<sup>1</sup>*

A high-quality sequential religious education<sup>2</sup> (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews<sup>3</sup> fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE

<sup>1</sup> The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/more/education-and-schools/vision-education>

<sup>2</sup> Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. The term religious education (RE) is therefore used throughout this document as it is connected to the Section 48 SIAMS inspection and, if and until the law changes we will need to continue to use the term. This does not stop individual schools, MATs or dioceses using other names including Religion and Worldviews for the subject.

<sup>3</sup> The term worldviews is used throughout the document to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's way of understanding and living in the world which may be drawn from one or many institutionalised worldviews. Based on Commission on Religious Education, *Religion and worldviews: The way forward A national plan for RE* (Religious Education Council for England and Wales 2018) p4.

must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement.

The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE. In addition, in voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report.

### **The Entitlement: provision, profile and priority**

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development.

Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

### **Curriculum statement: challenging, accurate and diverse**

In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews

through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

#### **Aims and objectives**

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

#### **Curriculum balance and time: sufficient, appropriate and balanced**

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

All pupils in Church schools should follow a recognised and appropriate qualification or course in RE or Religious Studies at KS 4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered.

The school must make it possible for those students who achieve suitable grades at GCSE or equivalent to follow appropriate A level courses. This should be in addition to the provision of core RE entitlement for all students at KS5 which should continue to develop student's understanding of Christianity and other religions and worldviews.

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

#### **Developing staff expertise and knowledge: confidence specialism professionalism**

Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:

- at least one member of staff having RE qualifications or receiving specialist training.

- secondary schools employing specialist RE teachers and deploying them effectively to ensure pupils receive specialist teaching.
- all staff teaching RE having access to subject specific professional development.
- all staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities.
- all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.
- a governing body which is monitoring standards in RE effectively.

#### **The role of the Diocesan Boards of Education**

One function of Diocesan Boards of Education (DBEs) is to promote, or assist in the promotion of, religious education in schools in the diocese. This should be fulfilled by monitoring the quality of religious education in Church schools through taking note of SIAMS inspection reports and by securing high quality training for all schools throughout the diocese. This will help ensure that the provision for religious education is effective and is able to fulfil the expectations of this statement.

#### **Support for effective and excellent RE**

Teachers in Church schools belong to a wider educational and church community. They are entitled to expect positive support in providing effective and excellent religious education from:

- a named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role
- their senior management team and their governing body, especially foundation governors or academy equivalents
- their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background
- the Church of England Education Office
- local clergy and other ministers and Christian communities.

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February 2019