



Crockerton Church of England Primary School
Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB
Web: www.crockerton.wilts.sch.uk Tel: 01985 212168
Headteacher: Mrs Nic Ilic

VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 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 2024
Author	RE Lead, RE Governor
Review Cycle and Approval	2 Years Head Teacher
Next Review	September 2026

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
FS	<p>UC Concept: Creation</p> <p>Key Question: Why is the word 'God' so important to Christians?</p> <p>Religion: Christianity</p> <p>Why now: Basis for understanding belief about much of religion.</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Why do Christians perform Nativity plays at Christmas?</p> <p>Religion: Christianity</p> <p>Why now: Christmas lands at the end of this term.</p>	<p>Discovery Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religion: Islam, Judaism</p> <p>Why now: Build upon understanding of celebrations at Christmas.</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>Why now: Easter lands at the end of this term.</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>Why now: Building further upon the idea of stories in religions, after learning two Christian stories.</p>	<p>Discovery Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism</p> <p>Why now: the weather is suitable for walking to look at places of worship in the village.</p>
KS1	<p>UC Concept: Creation</p> <p>Key Question: Who made the world?</p> <p>Religion: Christianity</p> <p>Why now: Revisit since FS.</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Why does Christmas matter to Christians?</p> <p>Religion: Christianity</p> <p>Why now: Christmas lands at the end of this term.</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>Why now: First revisit of Islam since FS. Islam is taught in KS1 to reduce the risk of religious discrimination – Islam is very vulnerable to this. In the Wiltshire Agreed Syllabus it is taught from KS2 but we are concerned this is a gap.</p>	<p>UC Concept: Salvation</p> <p>Key Question: Why does Easter matter to Christians?</p> <p>Religion: Christianity</p> <p>Why now: Easter lands at the end of this term.</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>Why now: Building upon prior learning in Term 3.</p>	<p>Discovery Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p> <p>Why now: Hajj lands in this term.</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>Why now: Diwali lands in October half term holiday – at the end of this term.</p>	<p>UC Concept: Incarnation</p> <p>Key Question: What is Trinity?</p> <p>Religion: Christianity</p> <p>Why now: Christmas lands at the end of this term.</p>	<p>UC Concept: Creation/Fall</p> <p>Key Question: What do Christians learn from the creation story?</p> <p>Religion: Christianity</p> <p>Why now: Building upon understanding of Creation from KS1/FS/LKS2 Cycle B</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>Why now: Easter lands at the end of this term.</p>	<p>Discovery Theme: Hindu beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p> <p>Why now: Building upon knowledge of Hinduism, earlier in the year, to better understand beliefs.</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> <p>Why now: Good weather for experiencing 'pilgrimage'.</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>Why now: Revisit of Hinduism from two years ago. Building upon the concept of commitment for Year 5s from LKS2 Cycle B.</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Was Jesus the Messiah?</p> <p>Religion: Christianity</p> <p>Why now: Christmas lands at the end of this term.</p>	<p>Discovery Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p> <p>Why now: Building upon understanding of 'God' from Term 1.</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>Why now: Easter lands at the end of this term.</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>Why now: Now developing a better understanding of how Hindus may live based upon prior learning. Also builds upon beliefs of life after death from Salvation last term. Revisit of life after death for Year 6s (follow on from Islam). First visit beyond Christianity for Y5.</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> <p>Why now: Building upon two terms prior – developing understanding of Jesus's sacrifice.</p>
Whole school focus days	RE trip – KS1 – Salisbury Cathedral LKS2 – Hindu Temple Southampton	Incarnation Day – Including visit to St Peter and St Paul's		Salvation Day – Including visit to St Peter and St Paul's		
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>Why now: Basis for understanding belief about much of religion.</p>	<p>UC Concept: Incarnation</p> <p>Key Question: Why do Christians perform Nativity plays at Christmas?</p> <p>Religion: Christianity</p> <p>Why now: Christmas lands at the end of this term.</p>	<p>Discovery Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religion: Islam, Judaism</p> <p>Why now: Build upon understanding of celebrations at Christmas.</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>Why now: Easter lands at the end of this term.</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>Why now: Building further upon the idea of stories in religions, after learning two Christian stories.</p>	<p>Discovery Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism</p> <p>Why now: the weather is suitable for walking to look at places of worship in the village.</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>Why now: Building upon</p>	<p>Discovery Theme: Shabbat</p> <p>Key Question: Why is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p> <p>Why now: First revisit of Judaism since FS. Links to light at Christmas</p>	<p>UC Concept: God</p> <p>Key Question: What do Christians believe God is like?</p> <p>Religion: Christianity</p>	<p>Discovery Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Why are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p> <p>Why now: Building upon</p>	<p>Discovery Theme: Passover</p> <p>Key Question: Why is it important for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>

	Why now: Revisit of Jesus since Term 4 previous cycle – Salvation.	knowledge of Jesus at Christmas time. Benefit from cultural and religious celebrations.	and New Year celebrations. Revisit of Creation story since FS/Cycle A.	Why now: Building upon concept of Jesus bringing Good News.	knowledge of practices from two terms ago, Shabbat.	Why now: Can revisit and build upon understanding of practices learned this academic year.
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>Why now: Reintroducing the Jewish religion after 2 years with stories and concepts that pupils have explored through Christianity in that time. 10 commandments (Moses).</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>Why now: Building upon stories of God's promises and relationships in the Old Testament with Noah,</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>Why now: Revisiting stories of Moses and building upon these with Pentecost. At the end of this unit, pupils piece together the full life of Moses. Class topic Egypt – links to Exodus.</p>	<p>UC Concept: Gospel</p> <p>Key Question: What kind of world did Jesus want?</p> <p>Religion: Christianity</p> <p>Why now: Return to the New Testament, last taught at Easter – link to local Clergy's roles at Easter.</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>Why now: Final unit teaching Judaism, can pull together and revisit all prior learning to answer this question.</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> <p>Why now: Pentecost lands at the beginning of this term. Link back to Jesus in Term 4.</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>Why now: A four year gap since last taught - but in preparation for secondary school – again key for reducing the risk of Religious Discrimination. Covid catch up – pupils missed significant amounts of Islam teaching in KS1 due to lockdowns.</p>	<p>UC Concept: Gospel</p> <p>Key Question: What would Jesus do?</p> <p>Religion: Christianity</p> <p>Why now: Revisit of Jesus since Salvation Term 4 of previous academic year (for both Year groups).</p>	<p>UC Concept: Creation</p> <p>Key Question: Creation and science: conflicting or complementary?</p> <p>Religion: Christianity</p> <p>Why now: A final look at the Christian Creation story (discretely) in Primary School. Closer look at non-religious beliefs.</p>	<p>UC Concept: Salvation</p> <p>Key Question: What difference does the resurrection make for Christians?</p> <p>Religion: Christianity</p> <p>Why now: Easter lands at the end of this term.</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> <p>Why now: A busy term in UKS2 so two terms given to allow sufficient time for study. Revisit of life after death for Year 6s (follow on from Karma, Hinduism). First visit beyond Christianity for Y5.</p>	
Whole school focus days	Whole school Spirituality Day – defining Spirituality	Spirituality At Christmas Including visit to St Peter and St Paul's		Spirituality At Easter Including visit to St Peter and St Paul's		

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 continuous and feeds in to teaching and future planning. Formative assessments inform current and future planning to ensure ongoing progress for pupils against the outcomes and knowledge building blocks. Class teachers will use feedback sheets to monitor progress throughout and across terms, with successes and next steps annotated, where action is required. These will allow for timely support and adaptive teaching to ensure all pupils are progressing well. Summative assessments are conducted at the end of terms 2, 4 and 6 to track pupil progress across the year, key stage and school. 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. Photos of Learning Walls are kept in RE files. RE is reported on in end of year reports for 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.

Planning for RE

Teachers will use the planning format to ensure: that prior learning is considered and built upon; there are secure foundations for future learning; missed learning is noted and gaps addressed at a future date; cross-curricular links are maximised to support the pupils in building schemas of knowledge and applying skills across the curriculum; that the learning stems from the school's planned curriculum; that lessons are carefully designed for effective and respectful teaching. Where appropriate, opportunities for Spirituality will be highlighted.

RE monitoring

Subject leaders will carry out learning walks, monitor books and make use of pupil voice interviews to assess that RHE is being taught effectively. Where needed, support will be put in place for teachers. This may come in the form of PDM discussions, whole staff training, individual teacher training, sharing of resources etc.

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