Oxenhope Church of England

Primary School

RE Policy

Created By:	Date:	Next Review Date:
J Brown	September 2026	September 2027

School Vision

We provide the rich soil allowing children and adults to flourish and develop deep roots. We nurture **growth**, enabling children and adults to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children and adults are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



Our policy is based upon the Church of England Education Office document:
RELIGIOUS EDUCATION IN CHURCH OF ENGLAND SCHOOLS
A Statement of Entitlement

At Oxenhope CE Primary School, we believe in a broad, balanced and creative curriculum, which provides *each child* with a chance to flourish and achieve their potential by becoming successful, life-long learners. Our Christian ethos, character and values pervade Oxenhope CE Primary ensuring the exceptional personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting faith and spiritual development at the heart of the curriculum.

Oxenhope's RE intent

That our children love, respect, question and apply; and treat others how they want to be treated. To learn about world faiths and their influence on the world around them.

1. **What are our end of school expectations? How do we know that our intent is realised?**
   That our children are:
   - Religiously literate
   - Theologically informed
   - Can give a thoughtful account of Christianity as a living and diverse faith
   - Show an informed and respectful attitude to religions and non-religious world views in their search for God and meaning
   - Engage in meaningful and informed dialogue with those of other faiths and none.
   - Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions

2. What will we provide?

We have a duty to provide accurate knowledge and understanding of religions and world views. We will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.
- Adaptations and strategies for SEND children on the planning ensuring vulnerable learners and pupils with special educational needs can access and flourish within the RE curriculum.

4. Which religions do we teach?

Christianity provides the majority study in RE in our school; 50% of curriculum time is given over to the teaching of Christianity.

The other half of our teaching time in RE is based on study of the following religions, none-religious world views and core concepts such as belonging: Judaism, Islam, Hinduism, Sikhism, Islam, Judaism
We also consider personal world views in line with the revised Statement of Entitlement (Sept 2026)
We emphasis an understanding that Christianity is a diverse, global living faith.

5. How much time is spent per week?

Pupils have entitlement to at least 5% of curriculum time committed to the delivery of RE, moving towards 10%. At Oxenhope, we have one distinct RE lesson lasting one hour in KS1 and 1 hour and 15 minutes in KS2. Cross curricular themes, choice of study books in English etc. provide further opportunities for teaching RE. We also have an RE open day in Summer 2 where we invite the parents in.

6. Who teaches RE?

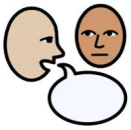
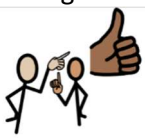
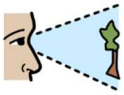
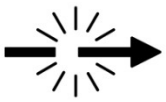
RE is a core subject at Oxenhope and is therefore taught by the class teacher or, on occasion, by a senior member of staff. It is not taught in PPA cover.

7. Skills and Knowledge in RE at Oxenhope

Skills and Knowledge – We use the Syllabus I Can statements for outcomes and identify which learning is taking place by using the following types of knowledge which are identified on our Medium Term Plans:

1. Substantive knowledge (religions, traditions, making links – what they should know – subject specific knowledge) ensuring depth and breadth
2. Disciplinary Knowledge – methods and techniques (how they use that to develop over time) Needs to be balance of:
   - THEOLOGY (how beliefs are applied)
   - PHILOSOPHY (the diverse impact on individuals, communities and society)
   - SOCIAL SCIENCES (making sense of it, questioning, morals, ethics)
3. Personal Knowledge – where they stand

These are the skills we learn in RE

Skill lens		EYFS / KS1	Lower KS2	Upper KS2	Challenge
Specific Skills					
Theology:		Retell & Name 	Contextualise 	Analyse Text 	Critique Sources
Philosophy:		Wonder & Ask Why 	Categorise 	Build Arguments 	Evaluate Logics
Human and social science:		Observe Practices 	Identify Impact 	Map Out Diversity 	Analyse Data
	Core Skills				
Investigation & Enquiry:		Asking thoughtful questions, handling artefacts, and exploring sacred texts or evidence.			
Interpretation:		Drawing meaning from religious language, symbols, stories, and works of art.			
Empathy & Respect:		Imagining the feelings and viewpoints of others and showing sensitivity toward diverse beliefs and cultures.			

Reflection:		Thinking deeply about personal experiences, ultimate questions of life and death, and values like fairness or peace.
Evaluation & Analysis:		Distinguishing between fact, belief, and opinion, and building simple reasoned arguments.
Expression:		Communicating ideas clearly through discussion, writing, drama, art, or music.

8. What resources do we use?

We use *Understanding Christianity* for our Christianity units and some core concepts, and we use the Leeds and York Diocesan syllabus for world faiths and some core concepts.

9. **What is the long-term plan?**

Oxenhope Primary School Long Term Plan using Understanding Christianity and Diocesan syllabus 2022/23

Love, Community, Growth

Year Group	Autumn 1	Autumn 2 CHRISTMAS	Spring 1	Spring 2 EASTER	Summer 1	Summer 2 RE OPEN AFTERNOON
Discovering						
Reception	Unit F1 Why is the word God so important to Christians?	Unit F2 Why do Christians perform nativity plays at Christmas?	Unit F4 Being special – where do we belong? – Links to other faiths and local area	Unit F3 Why do Christians put a cross in an Easter garden? Link to local area	Unit F5 Which places are special and why? – Links to other faiths and local area	Unit F6 Which stories are special and why? – links to other faiths.
Exploring						
Year 1	Unit 1.1 What do Christians believe God is like? Core and digging deeper	Unit 1.3 Why does Christmas matter to Christians? Core	Unit 1.9 What makes some places sacred to believers? Core and digging deeper	Unit 1.5 Why does Easter matter to Christians? Core	Unit 1.6 Who is ***Jewish*** and how do they live? Core AND Digging Deeper	Unit 1.8 Who am I and what does it mean to belong? Core AND Digging Deeper
Year 2	Unit 1.2 Who do Christians say made the world? Core and digging deeper	Unit 1.3 Why does Christmas matter to Christians? DD	Unit 1.4 What is the Good news Christians believe Jesus brings? Core and Digging Deeper	Unit 1.5 Why does Easter matter to Christians? Digging Deeper	Unit 1.6 Who is a ***Muslim*** and what do they believe? Core AND Digging Deeper	Unit 1.10 How should we care for the world and for others and why does it matter?

Connecting

Year 3	Unit L2.2 What is it like to follow God? Core AND Digging Deeper	What if you don't believe in a God? Non-religious world views Atheist (why do some people believe in a God and some people do not?)	Unit L2.4 What kind of world did Jesus want? Core AND Digging Deeper	Unit L2.5 Why do Christians call the day Jesus died Good Friday? Core AND Digging Deeper	L2.7 What does it mean to be a ***Hindu*** in Britain today? Core AND Digging Deeper	Unit L2.1 What do Christians learn from the creation story? Core AND Digging Deeper

Year 4	Local places of worship and their beliefs	Unit L2.9 What are the deeper meanings of festivals? Core and Digging Deeper	Unit L2.3 What is the Trinity? (Incarnation and God) Core AND Digging Deeper	Unit L2.8 What does it mean to be a ***Sikh*** in Britain today? Core AND Digging Deeper	Unit L2.6 When Jesus left, what next? Core AND Digging Deeper	Unit L2.10 How and why do believers show their commitments during the journey of life? C/H/S
Year 5	Unit U2.1 What does it mean if God is holy and loving?	Unit U2.4 Was Jesus the Messiah?	Unit U2.5 What would Jesus do?	Unit U2.6 What did Jesus do to save human beings?	Unit U2.12 What will make Oxenhope a more respectful place?	Unit U2.9 What does it mean for ***Muslims*** to follow God? Trip to Mosque
Year 6	Unit U2.3 How can following God bring freedom and justice?	Unit U2.2 Creation and science, conflicting or complimentary?	Unit U2.13 Why is pilgrimage important to some religious believers?	Unit U2.7 What difference does the resurrection make for Christians?	Unit 2.10 – What does it mean for a ***Jewish*** person to follow God? Theme day **Trip to synagogue.**	Unit U2.14 How do religions help people live through good times and bad times?

1. **Theology (Thinking Like a Theologian)**

   This lens focuses on examining primary sources, textual data, and the core beliefs of a tradition.

   - Early Years / Key Stage 1:Skill: Recognising and identifying. Progression: Pupils learn to name and retell key religious stories (such as Noah's Ark or the Nativity) and identify central symbols, such as the cross.
   - Lower Key Stage 2: Skill: Describing and contextualising. Progression: Pupils begin to connect sacred texts with specific beliefs. They describe how text authorises actions (e.g., how the Gospel guides Christian charity).
   - Upper Key Stage 2:Skill: Analytical text interpretation. Progression: Pupils examine different text genres within scripture (e.g., poetry vs. historical accounts) and analyse how diverse denominations interpret the same biblical text differently.

   GD – Preparation for KS3 - Skill: Critical hermeneutics and source critique. Progression:
   Pupils evaluate historical context, authorship, translation changes, and how theological doctrines evolve over time.

2. **Philosophy (Thinking Like a Philosopher)**

   This lens handles questions of ethics, metaphysics, and existential "big questions" regarding meaning and truth.

   - Early Years / Key Stage 1:Skill: Wondering and basic questioning. Progression: Pupils ask "why" questions about the world, fairness, and feelings, and they begin to notice that people hold different ideas about God.
   - Lower Key Stage 2:Skill: Categorising and discussing concepts. Progression: Pupils explore concepts of right and wrong, truth, and belief. They practice using simple reasoning to back up an opinion.
   - Upper Key Stage 2:Skill: Constructing coherent arguments. Progression: Pupils engage in structured debates on ethical dilemmas (e.g., environmental stewardship vs. human comfort) and evaluate the validity of differing claims.

   GD -KS3 readiness - Skill: Meta-ethical and epistemological evaluation.

Progression: Pupils analyse foundational philosophical arguments (e.g., the Problem of Evil) and unpack the logical structures underpinning various religious and secular worldviews.

3. **<u>Human & Social Sciences (Thinking Like a Sociologist)</u>**
   This lens explores the lived reality of faith and worldviews—how beliefs actively impact individuals, cultures, and communities.
   - Early Years / Key Stage 1:Skill: Observing practices. Progression: Pupils observe and talk about the tangible aspects of a faith, such as festivals, clothes, food, or places of worship.
   - Lower Key Stage 2:Skill: Identifying impact. Progression: Pupils map out how a community's beliefs influence their daily practices (e.g., how fasting during Ramadan or keeping Shabbat shapes family routines).
   - Upper Key Stage 2:Skill: Investigating diversity and nuance. Progression: Pupils recognize that a religious group is not a monolith. They observe and explain differences in practice between local and global contexts (e.g., evaluating Christianity as a global, multi-cultural living faith).

GD – KS3 Readiness - Skill: Qualitative data analysis and reflexivity.

Progression: Pupils analyse census data, interview testimonies, and sociological trends. Crucially, they develop personal worldview reflexivity—the skill to evaluate how their own background shapes their view of others.

These skills are shared with the children on their knowledge organisers and on the MTPs.

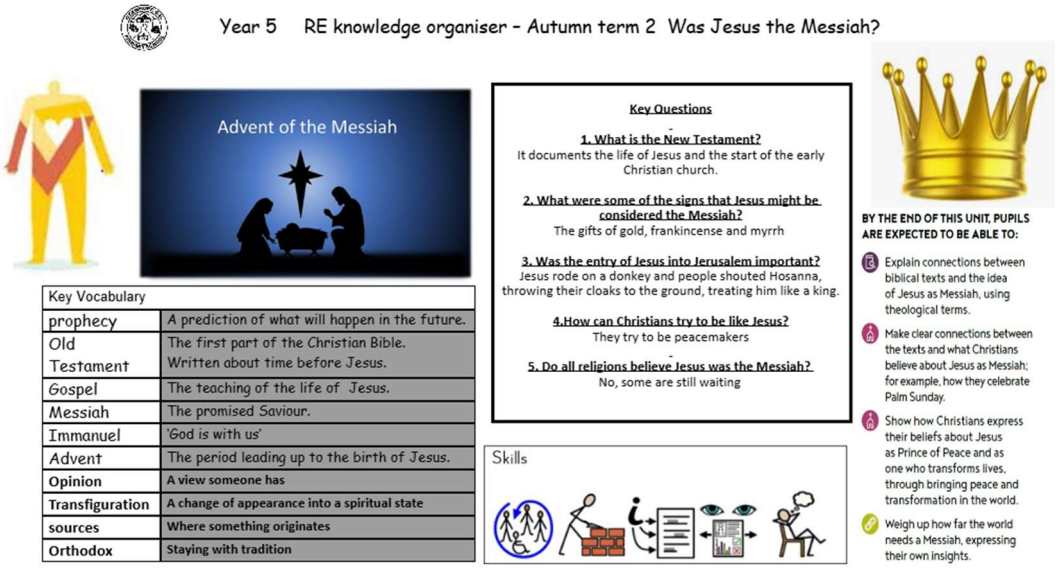
10. How do we teach RE?

We are very inclusive and non-judgemental in our approach to RE. The children feel safe, valued and accepted and confident enough to share their opinions. We have an enquiry-based approach with questions providing starting points for discussion. Wherever possible teachers link work in RE to the pupils' growing understanding and experience of the world, linking items from the news, issues of concern to the local community and to the school, into the teaching. RE is delivered as a living subject of relevance to supporting pupils in developing their own belief systems and guiding their behaviour decisions.

Teachers find creative ways to teach RE to ensure that pupils greet RE lessons with enthusiasm and interest. We vary the approaches, using art works, dance, music, debate, etc. as ways into the topics.

11. Do you have knowledge organisers for RE?

Yes. The key questions inform the pre and post learning task. We also have key vocabulary and definitions, and also the outcomes which will be highlighted. The Knowledge organisers also have useful pictures and diagrams on them.



12. How do we evidence RE?

At Oxenhope, we use a combination of floor books and exercise books. The floor books allow showcase evidence of art, drama, discussion and allows for expression of creativity within the subject. These books become a classroom resource for further study.

13. How do we assess RE?

We use the RE assessment statements, developed by the Diocesan advisor to assess against so we can track standards to match other core work. At the start of each unit we use 'spotlights' to assess previous knowledge. We look at and discuss knowledge taught in previous years, within the strand. Teachers record their findings in assessment books and revisit or consolidate if needed. We assess continuously and record assessments at the end of each half term using the key questions from the knowledge organiser as a post learning task. The assessments then inform the RE plan of action. We report back to parents in their end of year support on their progress and attainment.