



Faith, Family and Fascination

Religious Education Policy

Boutcher C.E. Primary School

Reviewed by: Megan Whitton

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Next review due by: Spring 2026

*“Love one another. As I have loved you, so you must love one another.”
John 13:34*

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Mission Statement

The Religious Education (RE) Policy will support the delivery of the Mission Statement. RE takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The children at Boutcher discussed our Mission Statement and created their own interpretation of it.

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

SMSC Statement

Through the teaching of RE children's SMSC is promoted and supported. We aim to prepare our children to maximise opportunities, develop their responsibility and enhance their experiences now and in the future.

Through lessons we promote our Boutcher values of Faith, Family and Fascination. We enable every child to develop and flourish in a loving and open environment in lessons. We actively promote the fundamental British Values as stated by the Government and design opportunities in the curriculum to do this. We want RE to be an enjoyable subject where children are fascinated by the learning of themselves, others and the world around them. At the heart of our school, is a rich and diverse culture and community that we enjoy and celebrate. We seek opportunities to work with the local community, explore our local area, welcome visitors to the school, go on trips and take part in community events and projects.

For further information, see the SMSC Policy.

Equal Opportunities and Inclusion

In RE we are committed to promoting and providing all children with high expectations and an equal entitlement and opportunities regardless of race, gender, culture, class, SEN or disability. We aim to meet the needs of all our children by personalising our RE curriculum, promoting inclusivity to fully engage and motivate all children. This involves providing opportunities for SEND children to receive support and/or scaffolding as well as challenging all children to take an active part in their learning and to achieve their potential.

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Aims and Objectives

RE is at the heart of the school and RE is an outstanding specialism and central to the school's effectiveness.

Boutcher Aims:

- to develop a strong foundation of the Christian faith through children's knowledge and understanding of its beliefs, the bible, traditions and festivals
- to provide opportunities for children to explore fundamental questions of human existence, life issues and other moral choices, through applying an understanding of Christianity
- to teach and encourage the skills needed to make informed judgements and decisions; applying an understanding of Christianity to make reasoned and informed responses to life issues and moral choices
- to develop children's moral development through understanding the importance of responsibility through exploring rules and self-discipline. To teach that these should be followed as a point of principle and moral duty rather than through fear of sanctions
- to create an environment where all children can openly discuss their own religious, spiritual and philosophical ideas, beliefs and opinions without fear of judgement from others and consider their individual identity
- to increase and develop children's knowledge and understanding of other major world faiths, so that they develop respect, empathy and sensitivity towards all people and value the culturally diverse and rich community we live in and that in the wider world
- to develop skills of reflection, critical analysis, evaluation and the promotion of understanding of people from different faith backgrounds and none and of diversity within faiths and cultures
- 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

Organisation, Planning and Delivery

Religious Education is taught through weekly class lessons involving written work, drama, art, music and reflective storytelling. Teaching and learning in RE lessons is also supplemented by visits to relevant exhibitions and places of worship as well as visits from Ministers of Religion and other people of faith from our local community.

RE is taught for at least 1 hour each week (in key stage 1 and key stage 2) and it is supplemented by Collective Worship, with links to topics of study and whole school themes. The EYFS also receive weekly RE lessons.

Our RE provision follows the Southwark Diocesan Board of Education syllabus for RE. The scheme of work comprises of two thirds of Christianity and one third of other principal world religions.

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Christmas and Easter are studied each year and provide opportunities for children to develop their knowledge and understanding of these Christian festivals. Links to other principle world religions and those reflected in our school community are made wherever possible.

In the EYFS, children are taught RE in line with the Early Learning Goals and through the SDBE syllabus. These lessons are designed to support their personal, social and emotional development as well as their understanding of the world through supporting their understanding of community, the past and present and building relationships. Please see the RE Subject skills progression and RE curriculum overview for further information.

In the EYFS, Individual work will form part of the child's individual profile and a whole class book will be collated to document the lessons and the learning taking place. The book will be representative of the whole class.

Each child in KS1 and KS2 will have an RE book where they will complete their weekly RE. In line with the rest of the school, children will be expected to produce high quality work, ensuring good presentation and handwriting.

In Key Stage 1 and Key Stage 2, there are two key attainment targets that children work towards; AT1 – where they learn about religion and AT2 – where they learn from religion. Most lessons provide opportunities for development in both attainment targets, however, occasionally a lesson may only provide learning within one of these. When one attainment target is the focus of the lesson the other is referred to and discussed in either the introduction or plenary.

At the start of every new topic, children in KS1 will be introduced to topic specific vocabulary and this will be recorded on a coversheet (with the definitions) in their book. Children will be able to revisit this throughout the topic and will be encouraged to use it in lessons.

In KS2, children will be given a coversheet with the topic question in the middle of the page. Key vocabulary will be given to the children at the start of the topic (also on the coversheet) and they will also be encouraged to use it throughout lessons. Teachers are expected to model topic specific vocabulary, including it on displays, correcting spelling mistakes and misconceptions throughout lessons. Each week, children in KS2 will add newly acquired knowledge to the mind map with the date that they add it. This will allow children to see their knowledge grow throughout the topic and also acts as part of the assessment for teachers.

In RE lessons children are taught about the beliefs, texts, festivals and traditions of the religion being studied. Teachers provide opportunity to revisit prior learning and children are supported in making links within and across religions. Children build their knowledge and are encouraged to look for similarities and differences within a faith and across faiths.

Teachers provide children with an open and loving environment where they are given time to reflect, discuss, think critically and question. They are supported in communicating with respect and love and are provided with time to consider their individual identity and world view.

RE lessons provide ample opportunity for children to develop their SMSC and teachers should actively seek opportunities within the syllabus to promote this. The syllabus is designed through a 'big question' approach and lessons are delivered to support this. Children are encouraged to ask these 'big questions' themselves.

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Occasionally the whole school or a key stage may study the same topic as part of a wider theme or topic within the school. Where this happens, it will replace the planned topic of study. Teachers may decide to change the sequence of topics to be studied in their year group to support wider curriculum aims or to reflect the dates of religious festivals that are being studied. Where this happens, teachers should inform the RE coordinator so the RE Curriculum Overview can be updated.

The RE Curriculum Overview can be found on the school website.

The RE Curriculum Overview, skills progression and planning documents can be found on the staff shared drive in the RE folder. Teachers are asked to save lesson planning and resources there for the future and also to provide opportunities for teachers to look back and support children in recalling prior learning.

Every classroom should have an RE display that includes the topic question, questions that the children would like answered, key vocabulary and good examples of word. As much as possible, displays should be interactive.

We consult with our Faith Leaders (pupil group) and use their experiences to influence our RE curriculum.

Educational Visits and Visitors

To support the teaching of RE and the SMSC of our children we enhance our curriculum with visits to place of worship and by inviting people of faith from our community into our school.

We have established good relationships with a number of places of worship in our local community and in the city of London and each year we ensure each year group has the opportunity to visit a place of worship, a museum or an art gallery to give them invaluable first-hand experiences and interactions with other religions and cultures.

We hold an annual RE week where each class participates in an educational visit or workshop, however, visits and the invitation of visitors are encouraged throughout the year.

We believe that these opportunities support our children in understanding the distinctive features of their own and others' cultural, traditional and religious beliefs.

Resources

We have plenty of resources to support the delivery of good RE teaching. The shared drive provides teachers with planning and teaching resources that have been developed over a number of years as well as other resources to support teachers in developing their own subject knowledge.

Every classroom has bibles and the school library has books to support children in learning about Christianity and other faiths.

We have artefacts and other resources available, stored by religion, that teachers can use. We ensure that these are stored appropriately and sensitively.

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Withdrawal from RE lessons

Although legally parents have the right to withdraw children from the teaching of RE, it is expected that by applying to a church school, parents understand the school's distinctive Christian character and recognise that RE is central to the life of the school and will therefore not feel it is necessary to withdraw their child from RE lessons.

If a parent decides to withdraw their child from RE lessons, a meeting will be arranged with the Headteacher and RE coordinator to share with parents the inclusive and non-threatening nature of RE and the relevance of it for all children. Parents may be invited to observe the teaching of RE to support the discussion and their decision. If a parent decides to go ahead with withdrawing their child from RE lessons, a period of withdrawal will be granted for a period of one year. Parents will then need to reapply.

Marking and Feedback

Marking is key to producing independent learners in RE and helps to raise attainment by celebrating the successful aspects of a child's work and also reminding them of the next step. Feedback and marking in RE aims to challenge the children, make them question and to give them the skills needed to refine or correct their work. For further details on marking and feedback in RE lessons please see our Marking and Feedback Policy.

Progress and Assessment

Formative and Summative Assessment

Assessment in RE is undertaken in a number of ways with formative and summative assessment being utilised.

Lessons begin with the opportunity for children to revisit and recall prior learning. This may be through questioning, whiteboard work or in KS2 through adding to the topic mind map. This formative assessment will enable teachers to assess where children are and to teach the lesson accordingly.

Throughout the lessons teachers will use formative assessment to teach into any gaps in knowledge, to address misconceptions, to offer challenge and to ensure the direction of the lesson is appropriately pitched.

Most lessons allow opportunities for children to develop both Attainment Target 1 (AT1) and Attainment Target 2 (AT2). Usually, the main lesson objective will be in relation to AT1 and children should be made aware of it. A recorded piece of work is completed in the vast majority of lessons, however, where discussions, drama or storytelling takes place, photographs of the learning and a response from the child should be recorded.

Children will also be given a question to answer or a task relating to AT2. This will mostly be written in their book, labelled – AT2 and answered independently (teachers may scribe for SEN children).

Teachers must also consider children's verbal responses particularly their ability to discuss, respect, reflect and consider the opinions and beliefs of others. This should form part of assessment in meeting the attainment targets.

Teacher assessment is completed after each lesson and whole class feedback prepared for the next lesson. Misconceptions, spellings, examples of good work, notes about presentation and a question to extend learning may be utilised. When appropriate, teachers may also make additional comments

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or ask questions on the children's work to support them in their understanding and thinking. *See the Marking and Feedback Policy for more information.*

Formal summative assessment of children's written work for each attainment target is completed at the end of each topic and at the end of each term. Assessment grids are at the back of every child's book and teachers should highlight these at the end of each topic. Children are encouraged to look at this sheet, so they understand their attainment and progress in the subject and know the next steps that are required in their learning.

There are three different assessment sheets: EYFS, KS1 and KS2. An overall level is given at the end of the year in the child's school report.

Assessment data is to be completed and saved on the shared drive, identifying children working towards, working at the expected year group expectation and exceeding it for both AT1 and AT2.

Book samples and data are kept and monitored by the RE coordinator. Assessment data is passed on to the next class teacher.

In Reception, the teacher will use their judgement from across the year, reviewing each child's profile and work samples in the class collective book. The teacher will then make a judgement on each child's attainment. The class RE book should be kept and handed to the coordinator.

Assessment and outcome questions are identified in planning. Children should be given time to think and reflect on these questions. AT2 questions are highlighted in planning and teachers should use responses for assessment purposes. Teachers are provided with AT1 and AT2 sentence stems and suggested questions to support them with planning and assessment.

The RE coordinator will also speak to the Faith Leaders and other children to understand and assess how they experience the subject.

Observations and Modelled Lessons

The RE coordinator observes RE in each class from time to time. The observation is written up and given to the teacher concerned as well as the Headteacher. Observations might be of a full lesson or through a learning walk.

Observations will be to assess the teaching of RE in line with this policy and should be viewed as supportive and for development purposes.

The RE coordinator will model the teaching of RE for colleagues, particularly for new teachers, when requested by teachers or where there is a training need.

Monitoring by the Governors

The outcome of RE scrutiny and observations is reported to Governors. An annual report is given to the Governing Body outlining children's achievements and staff training in RE.

The incumbent (vice chair of Governors) works closely with the Headteacher and coordinator and is kept up to date on current practice and policy in RE. He has informal conversations with pupils and is always actively involved in RE events we hold with parents e.g. RE Open Day.

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Cross-curricular Skills and Links

RE is integral to all we do at Boutcher and therefore it is fully rooted into our curriculum provision. Topics have been carefully chosen for each year group and placed thoughtfully into the year group curriculum overview.

Examples of cross-curricular learning links can be seen on Year Group Curriculum Overviews.

Role and Responsibility of Coordinator

The RE coordinator is actively involved in planning and monitoring the subject. They run planning meetings, staff INSET where required and distribute new ideas and resources among the teaching staff.

Each term the RE coordinator undertakes a 'book look' and reviews data for the unit. They provide feedback to support the teachers in their next topic. They also speak to teachers and record any feedback about the unit.

Opportunities are provided for teachers to observe the coordinator teaching the subject.

The coordinator attends regular training, including coordinators conferences at Southwark Diocesan Board of Education. Relevant material is then shared with the teaching staff.

The coordinator is responsible for keeping a log of their activities for the current year.

The coordinator will meet regularly with the Faith Leaders and carry out tasks within the school that support the children and the wider school in developing faith.

The coordinator will also meet with the adult Faith Group termly at the Visions and Values Committee, preparing agendas and recording the minutes.

The coordinator is responsible for ensuring there are adequate resources to support teachers in the delivery of lessons.

The coordinator will also ensure that at least one educational visit is arranged for each class.

Plan for Unforeseen School Closure

Should there be an entire school closure we will continue to teach children in accordance with the RE curriculum overview. We will continue to plan a variety of activities and provide children with opportunities to continue with their learning at home with lessons being tailored and adapted to suit home learning.

We will use online platforms to teach and deliver homework. Please see the Remote Learning Policy for more information.

Promoting Diversity in RE

At Boutcher, we have always been committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class.

We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For

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BAME children, this may be learning about prominent figures and their influence from people from a range of countries and places. We want children to see themselves as the future and be equipped with the necessary skills and knowledge from the wider world. If children have the self-belief and determination, they will achieve greatness.

In terms of RE, we want all children to feel valued and positively represented. In RE lessons children are regularly reminded that we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teacher's feel uncomfortable in discussions or when planning lessons, they should speak to the RE coordinator for support.