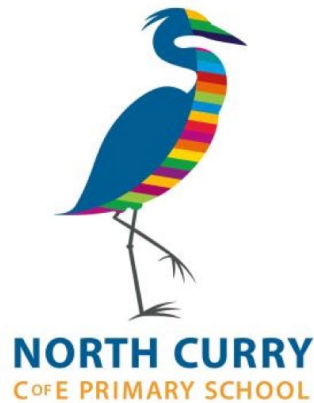




North Curry C of E Primary School

RWE Policy



Signed by:

H Morley Headteacher

S Colwell. Chair of governors

Date: 8th September 2026

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Review date: September 2027

Introduction

This policy should be taken and used as part of North Curry Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school.

RRSA: Articles 3 (Best interests of the child), 12 (Respect for the views of the child), 13 (Sharing Thoughts Freely), 14 (Freedom of Thought and Religion).

At North Curry CE Primary School:

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Kindness and Love.

**Together
Everyone
Achieves
More**

through...

loving learning, loving one another and loving life itself

'Thou shalt love thy neighbour as thyself' Matthew 22: 37-39
AGAPE: The Good Samaritan Luke 10: 25-37



NORTH CURRY
C of E PRIMARY SCHOOL

Intent: Approach to Religious Education

As a Church school academy we follow the Diocesan guidance for RE which is to implement the Somerset Locally Agreed Syllabus with an adjustment in the balance of learning opportunities toward Christianity, in order to fulfil our Trust Deed. This will be supplemented by the use of the 'Understanding Christianity', Oak Academy and RE Today resources.

We value the contribution RE makes towards our mission statement. RE also plays an important part in fulfilling the aims of the school. We follow a Worldviews Approach when teaching RE.

Aims

In a Religions and Worldviews approach we aim to include the following knowledge which teaches children the:

Substantive: the 'what'

- The global nature of RW
- The local nature of RW
- The in front and beyond of all worldviews
- The influence and impact of RW on society
- The importance of being religiously literate in a pluralist society
- The meaning and purpose claims within RW
- The conceptual threads that weave through RW
- The broad diversity of beliefs and practices that are found within RW

Disciplinary: the 'how'

- The multi-disciplinary nature of RE
- The tools to encounter and interpret RW sources of authority
- The tools to analyse claims made within RW
- The critical thinking and communication skills

Conceptual: the 'Golden threads'

- The reflexivity of their own worldviews and those of others
- How to empathise with what may seem 'other'
- Their part to play as citizens in a pluralistic society
- How to notice and respond to their own and other biases and those of others

The **Substantive** and **Conceptual** knowledge weave together over time.

The **Disciplinary** holds the weave together by ensuring depth of knowledge when taught explicitly...



Adapted from the Somerset Agreed Syllabus 2026

Statutory Requirements

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Each local SACRE (Standing Advisory Council for Religious Education) is responsible for a locally agreed syllabus for RE. This is the basis from which schools should plan and teach their RE curriculum.

The Right to Withdraw from RE

The parent of a pupil at a community, foundation or voluntary school has the right to request that the pupil be excused from all or part of the RE provided.

Schools should ensure that parents who want to withdraw their children from RE are aware that RE is taught in an objective way that is relevant to all pupils and respects their own personal beliefs. They should be made aware of the RE syllabus learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this. The school may also wish to review such a request each year, in discussion with the parents.

RE has an unusual position on the curriculum: it is part of the basic curriculum but not the National Curriculum, and is one of two subjects (along with sex and relationship education) where parents have a legal right to withdraw their children from class.

Curriculum balance

Christianity is the majority study in RE and as a Church school we adhere to this. In KS1 and KS2 we ensure that our RE curriculum is at least two thirds Christianity.

Curriculum time

This agreed syllabus is constructed to follow the government advice on time allocation for religious education contained within the DfE 'Religious Education in English schools; non-statutory guidance 2010'.

The **minimum** time required to teach the syllabus in sufficient depth and breadth is provided below. This is a minimum and should not be taken as a recommendation. It refers to the delivery of discrete Religious Education. Failure to provide the following curriculum time will mean that the requirements of the syllabus are not being met. In Keys stages 1 and 2 this occupies about 5% of the curriculum time.

Foundation Stage: 36 hours per year

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

Adapted from the Somerset Agreed Syllabus 2026

Standards and Syllabus

EYFS

During their time in the EYFS, children will begin to explore different religions, worldviews, beliefs and cultures through special books and stories, places, festivals and objects. They will experience different celebrations, special times and days, and use their own imagination and curiosity to explore different beliefs. They will visit places of worship and have visitors of different worldviews. Children will be introduced to specific vocabulary to support these experiences and stories. It is important that these opportunities reflect the local community and special times throughout the year, as well as the wider world.

RE aims to promote children's own spiritual, moral, social and cultural development and children should be encouraged to ask questions, to reflect on their own feelings and experiences, as well as to appreciate the different views of others. It is important that RE is available through normal classroom provision. RE may happen through planned purposeful play, as well as through a mix of adult-led and child-initiated activities. These should provide purposeful and meaningful learning opportunities.

The teaching of RE in the EYFS will provide teachers with many opportunities to assess children against the statutory Early Learning Goals (ELGs) within the EYFS Profile. Below are some specific examples of this. Children at the expected level of development will:

- ELG: Self-regulation - Show an understanding of their own feelings and those of others
- ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- ELG: Past and Present - Talk about the lives of the people around them and their roles in society
- ELG: People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

KS1

5-7 year olds might look at some religious artwork from a diverse range of contexts (such as pictures of Jesus from around the world) and connect them with some stories or texts that help to interpret the artwork (e.g. gospel accounts pictured). They notice how the different ways of expressing the stories in art are more or less familiar and think about why (e.g. according to their own contexts). They are introduced to a selection of voices to help them find out that such stories may be important in some people's lives as part of organised worldviews, and find out why (e.g. they may include important people, and ideas about how to live). They find out that all kinds of different people may see the stories as important, but not everyone, and that sometimes this is to do with belief in God. (a, b, c)

You must teach:

The diversity within Christianity plus **ONE** other religion, from: Dharmic or other
Plus, knowledge of a non-religious worldview. Developments in philosophical thinking and a study of at least one ethical issue.

KS2

7-9 year olds might ask questions about meaning and purpose in life, expressing their own ideas and saying where these ideas come from. They might explore how religious worldviews help some people make sense of life and affect how they live day to day. For example, they might talk to adherents about what it means to believe there is a God, or to believe in salvation, or submission, or karma and samsara – how these ideas can transform a person's life. They might examine some texts and stories that illustrate these big concepts and find out ways in which they are interpreted. They may reflect on the difference it makes to these interpretations if someone is an adherent or not, including pupils' own perspectives. (a, c, d)

9-11 year olds might ask a question about the difference that context makes to one's worldview. For example, after thinking about their own context, they might use and interrogate data, interviews and visual images to examine the differences it makes to be a Muslim in a Muslim majority country (e.g. Indonesia) and a Muslim minority country (e.g. UK), including opportunities and challenges, and how these shape their lived experience – not just intellectual ideas. They might reflect on whether it is similar if someone is nonreligious (e.g. Humanist) in a secular society or a religious society. They might reflect on their own context again and consider how it influences their own worldviews. (a, c, e)

You must teach:

The diversity within Christianity plus **TWO** other religions, from: Dharmic or other. Plus, knowledge of a non-religious worldview. Developments in philosophical thinking and a study of at least one ethical issue.

Planning

As a school we have designed a two year long term plan which refers to the study units for each class/year group/ key stage. This ensures continuity and progression across the school. Teachers then develop their own medium term planning using the exemplar planning units from the Somerset Locally Agreed Syllabus supplemented by the 'Understanding Christianity' Scheme of Work, RE Today and Oak Academy resources.

Assessment

We use an assessment model across all key phases focussing on outcomes at the end of the key phase. It is solely about ensuring teachers give students the opportunities within the curriculum to encounter the strands in the models.

By the end of KS1 all pupils should have the opportunity to:

By the END of the phase all pupils should have the opportunity to...				
	Concepts, beliefs and practices (including data)	Sources of authority (SOA) (using different disciplines- philosophy /sociology /theology)	Influence/impact of beliefs/concepts on the lives of individuals, community or societies	Analyse and evaluate Positionality (application of WorldViews)
KS1      	- Offer simple explanations for beliefs, practices and concepts - Refer to more than one belief - Use tier 2 and 3 vocabulary - Describe simple beliefs, practices and concepts	- Explain why a SOA might be important to an individual - Offer an alternative meaning from a SOA - Explain a simple meaning from a SOA - Retell a simple story from a SOA	- Describe a belief, an associated action and a reason for that action. - Describe a belief and an associated action - Describe a simple belief	- Explain their perspective using reasons - Explain a perspective and give a simple reason for it - State a perspective that is different to my own - State a perspective

By the end of LKS2 all pupils should have the opportunity to:

By the END of the phase all pupils should have the opportunity to...				
	Concepts, beliefs and practices (including data)	Sources of authority (SOA) (using different disciplines- philosophy /sociology /theology)	Influence/impact of beliefs/concepts on the lives of individuals, community or societies	Analyse and evaluate Positionality (application of WorldViews)
LKS2      	- Give simple comparisons for different beliefs, practices and concepts - Explain why people hold beliefs and how those beliefs lead to practices - Identify and define tier 2 and 3 vocabulary - Offer simple explanations for beliefs, practices and concepts - Refer to more than one belief - Use tier 2 and 3 vocabulary - Describe simple beliefs, practices and concepts	- Explain how a SOA can be interpreted in different ways - Use a simple quote from a SOA to support a belief or practice. - Use a specific SOA to explain a belief, practice, concept, data - Explain why a SOA might be important to an individual - Offer an alternative meaning from a SOA - Explain a simple meaning from a SOA - Retell a simple story from a SOA	- Offer simple explanations about why these actions/feelings are important - Link beliefs to specific actions/feelings of individuals - Use an SOA to support belief and associated action. - Describe a belief, an associated action and a reason for that action. - Describe a belief and an associated action - Describe a simple belief	- Give simple comparisons for different perspectives - Explain a different perspectives with supporting evidence from a SOA - Explain their perspective using reasons - Explain a perspective and give a simple reason for it - State a perspective that is different to my own - State a perspective

By the end of UKS2 all pupils should have the opportunity to:

By the END of the phase all pupils should have the opportunity to...				
	Concepts, beliefs and practices (including data)	Sources of authority (SOA) (using different disciplines- philosophy /sociology /theology)	Influence/impact of beliefs/concepts on the lives of individuals, community or societies	Analyse and evaluate Positionality (application of WorldViews)
UKS2      	- Give simple suggestions about how beliefs have changed over time - Explain why there are differences between beliefs/ practices/ concepts/data - Compare and contrast beliefs/practices/concepts/ data within WorldViews - Give simple comparisons for different beliefs, practices and concepts - Explain why people hold beliefs and how those beliefs lead to practices - Identify and define tier 2 and 3 vocabulary - Offer simple explanations for beliefs, practices and concepts - Refer to more than one belief - Use tier 2 and 3 vocabulary - Describe simple beliefs, practices and concepts	- Link interpretations of a SOA and explain their importance, including simple contextual information - Explain how a SOA can be interpreted in different ways - Use a simple quote from a SOA to support a belief or practice. - Using a specific SOA to explain a belief, practice, concept, data - Explain why a SOA might be important to an individual - Offer an alternative meaning from a SOA - Explain a simple meaning from a SOA - Retell a simple story from a SOA	- Link different interpretations of SOA to a range of actions/feelings of individuals, communities and societies - Link beliefs to specific actions/feelings of individuals and communities - Explain why these actions/feelings are important - Offer simple explanations about why these actions/feelings are important - Link beliefs to specific actions/feelings of individuals - Use an SOA to support belief and associated action. - Describe a belief, an associated action and a reason for that action. - Describe a belief and an associated action - Describe a simple belief	- Ask questions about identity, belonging, purpose - Explain what makes a perspective convincing or not - Give simple comparisons for different points of perspective - Explain a different perspective with supporting evidence from a SOA - Explain their perspective using reasons - Explain a perspective and give a simple reason for it - State a perspective that is different to my own - State a perspective

Adapted from the Somerset Agreed Syllabus 2026

SEND

The Somerset Agreed Syllabus provides RE for all pupils including those with special education needs.

It is important to recognise that children and young people have a variety of different needs and learn in different ways. Adapting teaching and learning materials is important to ensure that all children can access and succeed within RE. This can be done in a variety of ways depending on needs and it should be done in line with normal classroom practice for individuals. Some examples of this are:

- Pre-teach subject specific vocabulary or concepts
 - Use a range of scaffolding and break learning into small chunks
 - Use visuals, diagrams, symbols real objects and experiences
 - Use a range of sensory materials to explore religious concepts
 - Revisit and reinforce key concepts
 - Connect the learning with pupil's interests and understanding
 - Use role-play to support the understanding of stories
 - Prepare children for new experiences or things that might make them feel anxious
- Anne Krisman's 5 Keys into RE suggests using 5 keys categories to adapt planning
- Connection
 - Knowledge
 - Senses
 - Symbols
 - Values

Spiritual, Moral, Social and Cultural Development

RE aims to promote children's own spiritual, moral, social and cultural development and children should be encouraged to ask questions, to reflect on their own feelings and experiences, as well as to appreciate the different views of others.

Monitoring

The Head teacher is responsible for monitoring and evaluating standards in RE teaching. This is through either learning walks, book looks, planning scrutiny and lesson observations.

- Recording RWE activities and pupil progress. This is done through RWE books and lesson evaluations.
- Reporting arrangements. All children receive a comment particularly about their achievement and progress in RWE in their end of year school report.

Diocesan support – www.bathandwells.org.uk

The headteacher will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

Adapted from the Somerset Agreed Syllabus 2026

The next scheduled review date is September 2027.

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