

Religious Education Policy

Our School Ethos and Values

At Quinton Primary School we want to unlock the learning potential of every child in our school, remove any barriers to learning and offer every child the opportunity to develop the skills they need for a happy, healthy and successful life. We do this by providing a supportive learning environment which enables all children to feel safe and secure and to develop independence and confidence. We also help children develop a social, moral and spiritual awareness so they become caring and responsible members of the school and the wider community, valuing everybody and respecting individuality.

We provide a stimulating, exciting, challenging and engaging curriculum which inspires children to be curious and inquisitive learners and supports them to develop the skills, knowledge and attitudes needed to be successful learners.

Growing Life Long Learning

Our Intent for Religion and Worldviews

It is our intent that Religion and Worldviews enables our children to investigate and reflect on some of the most fundamental questions people can ask, whilst developing their knowledge and understanding of Christianity, other major world religions and non-religious views. We believe that our curriculum helps our children to gain a deep awareness and understanding of their own and others' unique identities as they explore life's big mysteries and consider the answers to 'big questions' that are presented through a wide variety of world religions and belief systems. With love and open minds, we will achieve such deep learning, which is indeed the principal goal of our curriculum.

Through Religion and Worldviews children can become literate and articulate about religion and beliefs in order to become caring and compassionate members of society. The subject encourages children to demonstrate curiosity about faith and recognise how it impacts upon the lives of individuals, society and culture. Through Religion and Worldviews children reflect on their own beliefs and values in the light of their learning, and in doing so their respect for themselves and others develops and they feel drawn to imagine and to contribute towards a better world for all.

Our Religion and Worldviews curriculum aims to equip our children with the knowledge and Cultural Capital they need to succeed in life. It encompasses the three dimensions to cultural humility: life-long learning and critical self-reflection; recognising and challenging power imbalances; respectful partnerships and institutional accountability.

We aim to make RE as exciting and relevant to your child as possible and plan for creative opportunities for children to engage in different experiences of worship through artefacts, stories,

resources, music, art, drama and by inviting in, when possible, speakers/visitors from world faiths to engage pupils' interest, as well as organising trips out to places of worship. Warwickshire's syllabus encourages your child to ask questions and search for their own answers and staff encourage pupils and each other to reflect and contemplate on their thoughts, feelings and worldview. In this way we aim for children to develop an understanding of social and moral practises and way of life, as well as a willingness to recognise good wherever it exists.

Legal Requirements for R.E

Section 78 (1) of the 2002 Education Act states that 'all pupils should follow a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Religious Education is a necessary part of a 'broad and balanced' curriculum.

Every maintained school in England must provide a curriculum that includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents, in accordance with Schedule 19 to the School Standards and Framework Act 1998. The key document in determining the teaching of Religious Education is the locally agreed syllabus within the LA concerned. The agreed syllabus must be consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002).

In order to fulfil their statutory duty of providing RE for all pupils, schools must ensure that sufficient time is allocated on the timetable for RE. This must ensure pupils are enabled to meet the expectations set out in this agreed syllabus around understanding worldviews and to develop the disciplinary knowledge and skills identified as being appropriate for their age range. Schools should ensure that the RE curriculum they provide is coherent and shows progression. This is particularly important across transitions between key stages and careful work between the primary and secondary teachers in the writing group has sought to make that a priority.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a at least 5 per cent of curriculum time allocated for RE. This must not include time that is for assemblies or Collective Worship. This is set out in the table below, and based on the most recent Ofsted guidance.

Key Stage	Minimum Allocated Curriculum Time
EYFS (4-5 years)	36 hours of RE (e.g. weekly 50-60 minute lessons or some short sessions implemented through continuous provision)
KS1 (5-7	36 hours of tuition per year (e.g. weekly hour-long lessons, or less than an

years)	hour a week plus a series of RE days)
KS2 (7-11 years)	45 hours of tuition per year (e.g. weekly 60-75 minute lessons, or a series of RE days or weeks that cumulatively amount to 45+ hours of RE in the year)

At Quinton we aim to:-

Teach 1 x 60minute R.E lesson a week across all age groups (Reception to Year 6), following the Coventry and Warwickshire agreed syllabus (In Reception, this includes integrating learning into continuous provision and learning through play).

Have collective worship every day, including a mixture of hall and classroom-based 20minute sessions.

Accommodate for each class for have at least 1 visit per year to a place of worship, based upon their learning in R.E.

Monday	Tuesday	Wednesday	Thursday	Friday
Whole School 'Worker of the Week' assembly	https://www.bbc.co.uk/teach/school-radio/articles/z9488hv Use of 'BBC Teach' video assemblies for discussion OR https://www.bbc.co.uk/newsround - Newsround	British Values (Use of story books)	Whole School Assembly	Singing Assembly (Split in KS2 AM, KS1 PM)
<i>Hall</i>	<i>Class</i>	<i>Class</i>	<i>Hall</i>	<i>Hall</i>

Implementation : Teaching and Learning

We base our teaching and learning style in Religious Education on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. This is implemented by encouraging children to think about their own values in relation to the themes and topics studied in the Religious Education curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues both individually and in groups. We encourage a creative approach in Religious Education which is based on age related expectations and children's levels of understanding. In addition to this, we have a range of resources and artefacts available to supplement the schemes of work, and lessons are taught using a variety of different learning styles. We also make use of relevant ICT resources.

Our Religious Education and Worldviews curriculum

At Quinton Primary School, we follow the Coventry and Warwickshire Agreed syllabus for Religious Education.

As has become a historic tradition, Coventry and Warwickshire SACREs have come together to create and agree on a syllabus that promotes good, effective and thought-provoking RE, takes full advantage of the local context and is written in keeping with national developments with regards to the subject. The Religion and Worldview approach was implemented into schools in September 2024. This syllabus has been supported by the Coventry Diocesan Board of Education. In the spirit of reconciliation, which is at the heart of this syllabus, this collaborative working builds bridges in the name of great education. Pupils are invited, through the syllabus, to explore matters of faith, spirituality, peace, reconciliation, community and morality.

This syllabus also seeks to fulfil the requirements for good RE detailed in the 2021 Ofsted RE Research Review.

The syllabus requires schools to make a shift from the 'World Religions Paradigm'. Pedagogy ensures that the approach to teaching RE moves beyond an assumed set of beliefs and practices, to a religion and worldviews approach which recognises and explores the nuances of individual and communal worldviews which may, or may not, have some alignment with organised worldviews such as religious traditions.








The Term 'Worldview'

A worldview is understood to be the inhabited way in which a person encounters and interprets the world, understands it and engages with it. Worldviews may change over time. Individuals may be very aware of their worldview, having considered all aspects of it in a conscious and deliberate way, but others may be largely unaware of their own worldview, what shapes and influences it and how and why it has changed over time. Pupils will naturally fall on a spectrum from unconscious to well-considered worldview and this curriculum gives them the opportunity to acknowledge, explore and interrogate their own worldview as well as the worldviews of others.

The Coventry and Warwickshire Religion and Worldviews Syllabus Structure

The syllabus is structured around seven core concepts, repeatedly encountered as part of a spiral curriculum where these concepts are revisited from the different angles provided by a) case studies from a range of religions and worldviews, b) different 'ways of knowing' about religion and worldviews through the methods and tools of disciplines of study, c) the additional perspectives that come with age and maturity as pupils move through the education system. These seven concepts are relevant to all worldviews, including individual, communal and organised worldviews. The associated icons draw upon dual-coding theory, providing a 'hook' for pupils' learning as they encounter these concepts again and again through engagement with diverse substantive content.

Each of the core concepts above is linked with specific disciplines so that the concept can be approached through nuanced and varied enquiry built around the different 'ways of knowing' about religion and worldviews. This might include the recognisable methods and tools associated with the main disciplines of study (e.g. theology, philosophy, and human and social sciences) but also engagement with the ongoing ancient conversation about humans, the transcendent and why that may or may not matter in the lived experience of individuals and communities. History has also been identified as a key discipline for this syllabus, as pupils examine the ways in which religion and history have entwined in our geographical area. This allows for study of 'worldviews of the past', engaging with the means by which previous generations 'knew' about their own worldviews, for example through stained glass windows or the passing on of stories and knowledge through the oral tradition and religious plays.

	Belonging & Believing		Authority & Power
	Disciplines: Theo HSS		Disciplines: Theo Phil HSS
	Wisdom and Guidance		Changes
	Disciplines: Theo Phil HSS		Disciplines: HSS Hist Theo
	Personal Responsibility		Grand Narratives
	Disciplines: Phil HSS Theo		Disciplines: Theo Phil HSS Hist
	Living Well		
	Disciplines: Theo Phil HSS		

Not all seven of the core concepts come into play immediately in the early years. In EYFS, the syllabus envisages teachers beginning with the most suitable concepts for the youngest pupils' age and ability: Wisdom & Guidance, Belonging & Believing, and Personal Responsibility. This will allow for the continuation of good early years practice focused on story/narrative, practices and rituals and the very starting point of consideration of ethics and morality in worldviews through exploration of what is right and wrong and the unifying concept of the 'Golden Rule', central to many worldviews, both religious and non-religious. In KS1, all the other concepts are added in except Grand Narratives, the challenging nature of which is reserved until pupils enter KS2.

The syllabus also combines three essential aspects to create a comprehensive learning journey for pupils:

Explore (substantive knowledge content drawn from religion and worldviews, explored as case studies in response to each enquiry question)- **What?**

Route (disciplinary lenses and their associated methods and tools, dialogue and debate around worldviews and lived experience and embodiment of worldviews)- **How?**

Perspective (personal knowledge: the positionality, reflexivity, reflectivity and metacognition of the pupil as learner and worldview explorer in RE) – **Who?**

The long term plan for R.E at Quinton is as follows:-

EYFS	KS1		Lower KS2		Upper KS2	
YR	Y1	Y2	Y3	Y4	Y5	Y6
Introduction to worldviews approach						
F1	K1.1	K1.4	L2.1	L2.4	U2.1	U2.4
F2	K1.2	K1.5	L2.2	L2.5	U2.2	U2.5
F3	K1.3	K1.6	L2.3	L2.6	U2.3	U2.6
	Muslim layover unit	Christian layover unit	Jewish layover unit	L2.7	Christian and Hindu/ Sikh layover units	U2.7
				Hindu/ Sikh layover unit		Buddhist layover unit
Christianity - Church (Quinton)	Christianity – (Coventry) Cathedral	Judaism – Synagogue (Solihull)	Buddhism – Buddhist Vihara (Leicester)	Sikhi - Gurdwara (Leamington)	Islamic Experience Exhibition - Birmingham	Sanatan Dharma – Shree Krishna Mandir (Leamington)
Lead discipline: Theology Philosophy Human and Social Science History						

Aims of the syllabus

The main aims of this syllabus are for pupils:

- To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- To have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to Religious Education lessons, considering what they might learn

from religion and worldviews encountered and how these, in turn, might shape their own worldview.

Reflective Opportunities

There are reflective opportunities throughout each lesson and particular emphasis is given to self-reflection at the end of each lesson with carefully prepared reflection questions for pupils to answer on their worksheets. Pupils think about their own lives and experiences and consider relevant spiritual, moral, social and cultural issues in reflective and empathetic ways. They also identify roles and responsibilities they have within their school, community, country and the wider world.

Pupils also reflect at three key points during each unit of work. With the Coventry and Warwickshire Agreed Syllabus, pupils complete a worldviews checkpoint at the start, middle and end of each unit.

Reflection time is built into lessons to develop the following key skills.

Positionality: Describes one's identity, influences and potential biases, one's understanding of and outlook on the world.

Reflexivity: The process of becoming self-aware, considering one's own thoughts and actions in light of different contexts.

Reflectivity: Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it.

Withdrawal From RE

Parents have a right to request their children are withdrawn from Religious Education and to request that alternative arrangements be made, so long as it does not incur any additional cost to the school or the local authority. It is our practice to talk with parents to ensure that they fully understand the aims and value of this subject to enable them to make an informed decision, before we honour the right of withdrawal. Any parent wishing to withdraw their child should consult the Head Teacher.

Contribution of Religious Education to the teaching of other subjects

At Quinton we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write and record information in order to develop their writing ability.

Computing

We use ICT where appropriate in Religious Education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, Social, Health and Economic Education (PSHE) and Citizenship

Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of societal topics and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural Development

We are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

Support for pupils' S.M.S.C. development is intrinsic to our Religion and Worldviews curriculum. We aim to support:

- Spiritual development by developing pupils' knowledge of, and respect for, different people's faiths, feelings and values and their sense of fascination in learning about themselves and others.
- Moral development by developing pupils' interest in investigating and offering reasoned views about moral and ethical issues and ability to understand the viewpoints of others on these issues.
- Social development by pupils working and socialising with those from different religious backgrounds and by them developing mutual respect / tolerance of those with different beliefs.
- Cultural development by developing pupils' understanding and appreciation of the range of cultural influences that have shaped their heritage and others and the range of different cultures in school and further afield, whilst also recognising and valuing the things we share in common.

British Values

Religion and Worldviews plays a fundamental part in promoting British Values. Our learning will help our children to recognise that religions are committed to morality, social justice, a deepening of personal development and stewardship of the world. Our children will explore British Values in relation to religions and belief, through lessons in school, visits to places of worship and by meeting people from a diverse range of religious and belief societies. In doing so, they will become better informed and more empathetic, which will in turn promote cohesion and integration in society.

Religious Education in Early Years

At Quinton, we teach Religious Education to all children in the school, including all Reception pupils in the Foundation Year.

“RE must be included in the curriculum for all registered pupils, including all pupils in reception classes”.

While the statutory requirement for RE does not extend to children under compulsory school age, in the Early Years Foundation Stage curriculum, Religious Education is taught through primarily through the areas Personal, Social and Emotional Development and Understanding the World. In Early Years Religious Education can form a valuable part of the educational experience of children in the EYFS.

(See below for the most relevant statements taken from the EYFS Framework).

RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World		<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • 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.

We also look at a variety of celebrations that are carried out by people from different religions or countries, such as Chinese New Year, Holi, Diwali, Easter and Christmas.

Early Years Religious Education in the Coventry and Warwickshire syllabus

The EYFS units connect with the EYFS Framework, specifically Understanding the World and Early Learning Goal E14: People, Culture and Communities. The units for EYFS will support the youngest pupils in exploring time, place and communities within a local context and using EYFS-friendly approaches, such as through story, role-play and drama, exploration of artefacts and experiential learning linked with the celebration of festivals.

Speaking to visitors and asking questions on RE visits supports Early Learning Goals E01 and E02. The exploration of stories and texts from religion and worldviews supports Early Learning Goals E08, E09 and E10.

With a focus on personal knowledge and pupils exploring their own personal worldview with its influencing factors (including family worldviews) the Early Learning Goals focused on Personal, Social and Emotional Development (E03, E04 & E05) are supported.

Creative activities in RE support pupils in working towards the Early Learning Goals for Expressive Arts and Design (E16 and E17).

Young children experience and respond to the world around them with all their senses. During the Early Years Foundation Stage (EYFS), the provision of a wide variety of learning experiences that value all people and include stimulating resources, 'relevant to all of the children's cultures and communities' (Development Matters) alongside positive interaction with adults and other children, help a child to make sense of the world. These elements are reflected in the Early Learning goals. Religion and Worldviews can help children to begin to create for themselves an image or map of the world, often very personal to them, to which they can give expression through their play, conversation and early attempts at representational drawing, painting and modelmaking. In this way, children demonstrate their growing understanding of how the wider world relates to them.

In the context of Religion and Worldviews, a variety of practical experiences and stories will enable children to become familiar with relevant concepts and skills and to learn to articulate their understanding. This will happen as they become familiar with stories from a range of cultural and religious traditions, including stories that reflect the diversity of children's experiences. The experiences offered will involve children in a voyage of self-discovery in which they become aware of the contrast between their own identity and beliefs and the identity and beliefs of others, including an understanding of the similarities and differences between families, communities and traditions.

Teachers and other adults working in the EYFS will take account of the fact that every child is unique and that children enter school at varying points between the ages of three and five. Not all

children will therefore have the same learning experience in every aspect of Religion and Worldviews. They will also bring with them a variety of home and other experiences, which should be celebrated and reflected within the setting.

Making the curriculum work for every child

We recognise the fact that all classes in our school have children of widely differing abilities hence we provide suitable learning opportunities for all children by matching the challenge of the task to the task to the ability of the child. We achieve this in a variety of ways, including:

- Setting tasks which are open-ended and can have a variety of responses
- Using mixed ability groupings to allow children to support one another and help one another to grow and learn
- Using classroom assistants to support the work of individuals or groups of children
- Providing resources of different complexity, adapted to the ability of the child, and that allow children to show personal progression and development as they discover more and their worldview adapts.

Impact

At Quinton, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of work taught and learnt, will help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.

Assessment

This syllabus assumes the 'curriculum as progression' model and encourages teachers to assess whether their curriculum is working (e.g. 80% of pupils know and can do as the curriculum intends). It seeks to allow for a lengthy amount of time for learning to take place before summative assessments are undertaken e.g. at least two terms. Substantive knowledge is identified in each unit and this syllabus assumes that such knowledge is being regularly assessed through formative assessment and retrieval and recall activities. Disciplinary knowledge and skills for assessing linked with appropriate substantive content from the unit are outlined at the end of each unit so that teachers are clear on what they are assessing.

When beginning each new question (See unit maps), children are asked to reflect on their thoughts and knowledge on that question before specific learning takes place. They then repeat this process at the mid-point and then again at the end. These are known as 'check-points'. The reasoning behind this links to the initial teaching of what a 'worldview' approach actually entails,

and that anyone's view of the world may change the more information they learn. This allows children to keep a record of their ideas, thoughts and beliefs and reflect on their personal journey.

The rationale of assessment for this model is an indicator of what good progression might look like. The focus is on making progress in terms of the process of engagement, for example, assessing how pupils examine and engage with the content which has been delivered and covered as part of a spiral curriculum, including 'ways of knowing' (or disciplinary knowledge and skills). We acknowledge that progress will fluctuate and will look different for different pupils and educational settings.

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study. Tracking the progress of key 'concepts' throughout all Key Stages will ensure there is consistent development and assessment of pupils' substantive knowledge.

In *Early Years*, the children are assessed through observations made by the class teacher, and discussions had within Religious Education lessons/learning through play.

Parents

Quinton recognises home as a major resource for learning, and encourages children to report on home observations and practices. We recognise that the teaching of religious beliefs usually begins in the home, and that carers and parents have a valuable role to play in assisting in their child's learning.

It is both the choice and responsibility of the home and the faith communities to nurture children into religious, spiritual or secular traditions. The role of RE/Religion and Worldviews in schools is complimentary to their religious and secular faith background. Because of its broad educational aim, it is hoped parents and carers will support the school in its RE/ Religion and Worldviews work. They might do this, for example, by:

- taking an interest in how their child is progressing in RE/Religion and Worldviews,
- contributing their own ideas, insights, and experiences,
- helping their child to find good sources of information (including people and places)
- enjoying the experience of learning alongside their child

At Quinton, the significance of children's experiences at home is recognised and children are encouraged to report on home observations and practices. We recognise that the teaching of religious beliefs usually begins in the home, and that carers and parents have a valuable role to play in assisting in their child's learning. Parents and carers are encouraged to share beliefs and practices in class and are actively encouraged to participate and share their experiences and knowledge in whole school celebrations, such as the summer term Eid party.

Resources for Religion and Worldviews

The Coventry and Warwickshire Religion and Worldviews Agreed Syllabus is stored on the 'Staff Shared Area' of the school's computer system and all teaching staff have password access to the syllabus online. Subject Leader files are kept in the subject leaders' classroom, along with samples of children's books from previous academic years.

Religious artefacts and other resources can be found in the Religion and Worldviews resource cupboard in the Printer Room. The school library has a selection of books to support lessons and children's individual research, as well as a good supply of Bibles.

For online material, the following are recommended to supplement teaching and learning:

- R.E. Today (School Support: Publications, Professional Development Courses, NATRE Membership, Resources, Understanding Christianity and Consultancy. Also the shop!)
- R.E. Online (Subject Knowledge; Teaching Resources e.g. festivals calendar, R.E. definitions, email a believer; Assessing R.E.; Leading R.E.)
- NATRE (Primary: Primary Courses, Spirited Arts and Children Talking)
- BBC Teach (My Life, My Religion: series of short films for each major world religion; Religions of the World: collection of animated films exploring the origins and stories of various religions)
- BBC Bitesize (Primary – KS1 or KS2 - Religious Education – choose from a range of topics concerning major world religions and children can watch the Class Clips)
- True Tube (award winning resources for R.E., P.S.H.E. and Citizenship).
- Coventry SACRE You Tube Channel
- NATRE You Tube Channel

We have tight links with Reverend Jay and St. Swithins' Church (in the village of Quinton). The church is used throughout the year to support pupils' learning and Reverend Jay comes in to school to deliver assemblies regularly throughout the year. These assemblies are of a Christian nature, each time presenting a story, a variety of hands-on activities and question and answer time, all linked to the children's everyday lives, which has an underlying theme or moral.

Monitoring and review of RE and Role of the Subject Leader

RE is monitored once per term using a variety of approaches, including for example: learning walks, book scrutinies, lesson observations, pupil interviews. The subject leader will:

- Write and review the policy to ensure it represents the values and practice of the school.
- Monitor and review curriculum provision.
- Monitor outcomes of work to ensure a high standard of work in line with termly content, ensuring evidence of acquisition of the identified key knowledge and, where appropriate, the development of skills identified for each topic.
- Develop opportunities for parents/carers to become involved in Religious Education.

- Keep up to date on current developments in Religious Education, and disseminate information to colleagues.
- Organise, maintain, audit and purchase Religious Education resources.
- Ensure that children's understanding of different religions and beliefs, as well as places of worship, is supported by frequent, continuous and progressive learning outside the classroom.

Whole School celebration

At Quinton, school assemblies are of a broadly Christian nature; it is not our intention to lead children to any specific faith, but to use Religious Education to encourage Quinton pupils to learn and develop the positive attitudes of curiosity, wonder and appreciation, commitment, fairness and self-awareness of the beliefs and values of others.

The local vicar from the village church also comes in to present and lead an assembly once a month of a Christian nature, each time presenting a story, a variety of hands-on activities and question and answer time, all linked to the children's everyday lives, which has an underlying theme or moral.

Sandra Johnson

(R.E Subject Leader)

To be reviewed:

January 2026