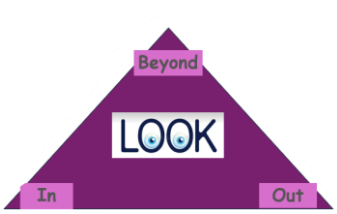


Welton Religious Education Policy

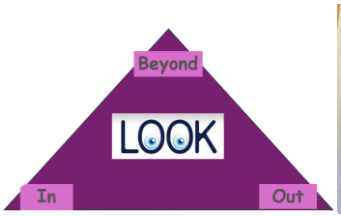
2026_2027

Updated Sept 2026

Date for Review: July 2027

Introduction

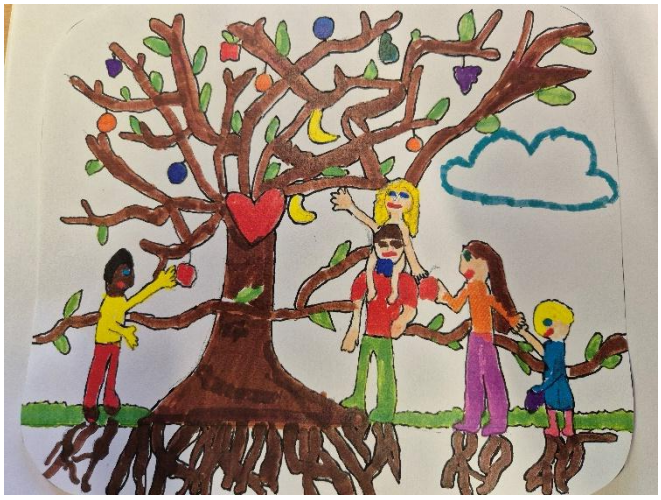
"Religious Education in a Church School should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person". (Taken from the Statement of Entitlement – Church of England Education Office 2019). The Diocese of Peterborough's Board of Education Vision Statement aims to "provide all the children and young people with an excellent education in every area of the curriculum and in every aspect of their personal development, so that they are able to lead a fulfilling life and are equipped to make the world a better place. We want pupils to leave school with a rich experience and understanding of Christianity and other world faiths… We aim to make sure our pupils appreciate the biblical basis and Christian beliefs that underpin Christian values". (Taken from 'Education for Life, deeply Christian, serving the common good' – DBE 2019) At Welton CE Academy, pupils and their families can expect a high quality RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the 'Understanding Christianity' resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Diocese of Peterborough RE syllabus we learn about other religions and worldviews, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for pupils to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied.



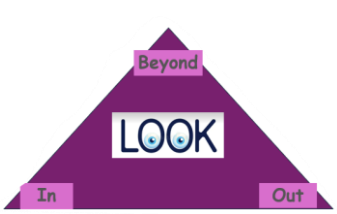
Our Vision

We are a forward-thinking school firmly rooted in the community, everyone learning and growing in faith.

"I am the vine; you are the branches. If you remain in me and I in you, you will bear, much fruit." John 15 V5

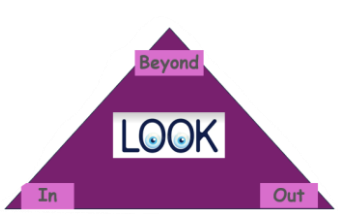


Root Yourself Take care of yourself. Take time to understand what you need and grow and develop. Be confident in who you are.
Grow Together Help others on their journey of growth. Stand up for others. Encourage others to achieve.
Share the Fruit Care for our world. Be responsible citizens in their own community and in the world.



Our Values

AMBITION We try to be the best we can be. *'He has filled them with skill to do all manner of work.' Exodus 35 v35*	We use imagination to help our students discover their talents and a love of learning through new experiences.
COMPASSION We take action to show we care. *'Therefore, as God's chosen people… clothe yourselves with compassion, kindness, humility, gentleness and patience' Colossians 3 v12*	We care for others and positively act against injustice and inequality.
COURAGE Nothing holds us back. *'Let us run with perseverance the race marked out for us' Hebrews 12 v1*	We have high expectations, encouraging our students to achieve with courage and determination.
INTEGRITY We make the right choices. *'The seeds that fell on the good soil represent honest good-hearted people who hear God's word, cling to it and patiently produce a huge harvest.' Luke 8 v15*	We always do what is right, even when it is challenging and difficult.
RESPECT We always lead by example. *'Show proper respect to everyone' 1 Peter 2 v17*	We lead our lives as great role models in our school and communities.
ASPIRATION We aim high all the time. *'May the God of hope fill you with all joy and peace as you trust in Him, so that you might overflow with hope' Romans 15 v13*	We raise aspirations and inspire ambitions, giving our students the confidence and knowledge for life in a rapidly changing world



RE has an important contribution to make towards this by providing a caring environment where children feel secure and able to express their own views and beliefs. They are encouraged to value their own opinions and beliefs, whilst developing respect and sensitivity for the views of others. Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community. Links are made with a variety of faith and worldview groups to help with this.

Aims and Purposes

The principal aim for Religious Education is **"to enable pupils to hold balanced and informed conversations about religion and belief and worldviews"**.

(Taken from the Diocese of Peterborough Syllabus for Religious Education, updated for 2024.)

This principal aim incorporates the following aims of Religious Education in Church Schools as taken from the "Church of England Statement of Entitlement 2024". For pupils to:

• Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text;

• Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied;

• Engage with challenging questions of meaning and purpose raised by human existence and experience;

• 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;

• Explore their own religious, spiritual and philosophical ways living, believing and thinking.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

• Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;

• Show an informed and respectful attitude to religions and non-religious worldviews 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.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

(DfE Circular 1/94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in Key Stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or playgroups.

Right of Withdrawal

In keeping with the law, parents may withdraw their children from Religious Education provided they give written notification to the school. Parents are not required to give their reasons for wanting to do so. The school must ensure that suitable supervision is provided for the pupil. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all pupils admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making such a decision Staff always refer to the Subject Leader or Headteacher any questions from parents about withdrawals.

There are no children withdrawn from RE at present

Cross-curricular Links

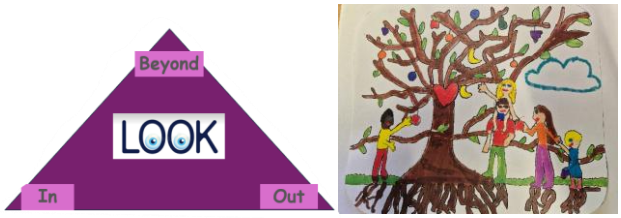
RE supports the development of a wide range of educational skills such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues, which arise in a range of subjects, such as English, art, drama and history, geography, computing, music, as well as personal, social and emotional education and citizenship.

Health and Safety

Health and safety issues may arise in RE on different occasions for example, when pupils:

- Handle artefacts;
- Consume food;
- Visit places of worship.

Teachers will conform to the guidelines set out in the school's Health and Safety Policy in these circumstances.



National and Local Context

We provide a range of opportunities for pupils to make links between beliefs, practices and value systems of the range of faiths and worldviews studied.

Our teaching and learning pedagogy uses an enquiry-based approach that engages with text and beliefs and helps to develop religious and theological literacy.

Welton CE Academy is a small rural primary academy, serving children in the age range 4- 11

▪ We welcome the diversity of our families and we intend to be sensitive to the home background of each child.

▪ We have close links with St Martin's Church and Reverend Kathryn supports RE and Collective Worship through delivering Collective Worship once a week in school, teaching a session to each class every half term, hosting services at the church throughout the year and organizing events within school.

▪ We also have close links with the local community. This includes welcoming visitors to the academy from a variety of religious and non - religious backgrounds to support RE lessons and talk to the pupils.

▪ Pupils also experience visits to diverse places of worship. All such visits are fully educational in nature and no confessional religious practice takes place.

▪ Pupils also have the opportunity to experience the celebration of different cultures and festivals other than their own, within RE and other areas of the curriculum and Collective Worship.

Year 5 pupils take part in our pilgrimage to Peterborough Cathedral each year

Curriculum for Religious Education

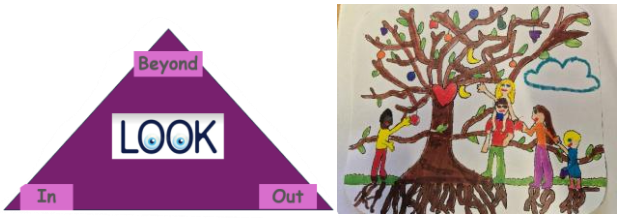
RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

• Contributes to British Values (mutual tolerance, respectful attitudes, democracy, the rule of law and individual liberty) and to pupils' spiritual, moral, social and cultural development;

• Is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews;

• Enables pupils to develop their religious literacy;



• Enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas;

• Provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews;

• Supports the development of other curriculum areas and a wide range of skills such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs;

• Encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs;

• Offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it;

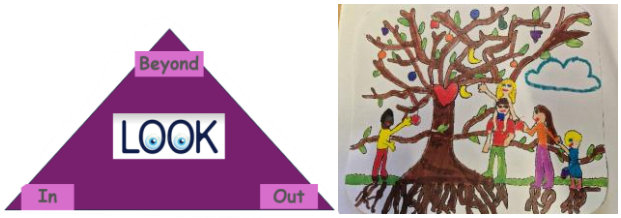
• Ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

Curriculum Balance and Time

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. In order to deliver the aims and expected standards of the syllabus, the Diocese of Peterborough Board of Education strongly recommend a minimum allocation of curriculum time for RE based upon the law and the Statement of Entitlement from the Church of England Education Office. Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%. (In practice, this means a starting point of 60 minutes per week for Key Stage 1 and 75 minutes per week for Key Stage 2).

At Welton CE Academy we teach three Christianity units per year in each class, two units on other religions and one unit which allow us to explore cultures and ideas in religions side by side, including Christianity. We teach 1.5 hrs per week of discrete RE in KS2 and 1.25 hrs of discrete teaching per week in KS1. In addition to this, each term every class has an additional lesson of RE on an aspect of Christianity led by Reverend Kathryn. We give the pupils additional time to explore Christianity in our visits to the Church each term to celebrate events in the Christian calendar. We also deepen children's experiences and worldview with additional days distributed across the school year where we explore celebrations experienced by other religions and cultures.

An overview of our curriculum can be found in appendix 1



Teaching and Learning Styles

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons, provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

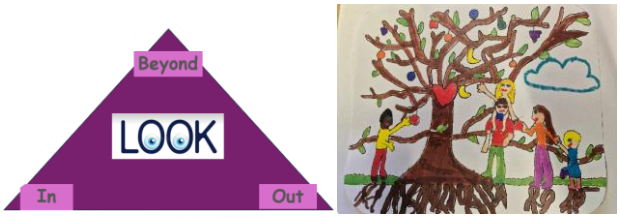
Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

The Diocese of Peterborough RE Syllabus has been designed as a resource to support schools/academies in developing and delivering excellence in RE. It sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs. The Syllabus is underpinned by three core elements (Text/Beliefs, Impact and Connections) which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, thus supporting the aims of RE. (Further details are found in Section A3 of the Diocese of Peterborough RE Syllabus).

We ensure that teachers in Religious Education, to allow access by all pupils. adopt a variety of teaching and learning styles. The variety enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research.

Examples of active learning strategies and activities, which we use, are:

- Dramatic conventions;
- Group work;
- Individual reflection;
- Use of music and art;
- Artefact handling;



• Multi - sensory approaches;

• Visits and visitors;

• Use of ICT and Multi Media;

• Use of photos, posters, DVDs.

Role of the subject leader for Religious education

RE is a core subject in all Church of England schools. RE has equal status with other core subjects in staffing, responsibility and resourcing. The RE subject leader is Elizabeth Gaffney. The Subject Leader for Religious Education has the following role.

<u>Policy, knowledge and development</u>

• Prepare a School Policy;

• Devise a whole school plan and Schemes of Work which cater for progression;

• Decide which religions and worldviews are to be included at which key stage, and the substantive and disciplinary knowledge that shapes the curriculum;

• Ensure that curriculum time is sufficient. The Statement of Entitlement says that this should aim to be close to 10% but must be no less than 5%;

• Devise appropriate procedures for planning, assessment, recording and reporting pupils' work in line with whole school policy;

• Ensure SEN, EAL and gifted and talented school policies are promoted in RE;

• Promote RE with staff, pupils, parents and governors;

• Promote display of pupils' work in RE;

• Audit available resources, buy new ones and deploy appropriately;

• Keep up-to-date with local and national developments.

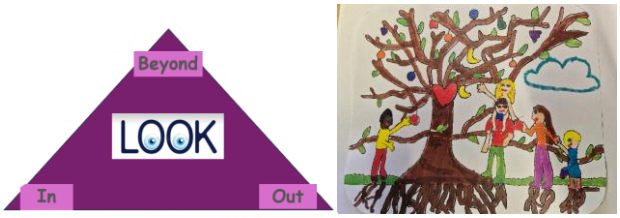
<u>Monitoring</u>

• Reviews, monitors and evaluates the provision and the practice of RE;

• Identifies trends, makes comparisons and knows about different groups within the school/academy;

• Monitors planning, checking for clarity of outcomes and aspects of differentiation;

• Provides observation feedback and report on findings;



• Samples pupil's work;

• Evaluates outcomes for pupils in RE for progress and attainment;

• Sets overall school/academy targets for improvement.

Supporting and Advising

• Prepares a subject action plan, including short and long-term targets and a funding policy, which builds on existing practice and strives for continuous improvement;

• Leads curriculum development and ensures staff development through courses, in-house meetings and training;

• Keeps up-to-date with new developments and resources, including accessing the Diocese of Peterborough termly RE Newsletter;

• Supports non-specialist teachers and staff;

• Works alongside colleagues to demonstrate good practice;

• Prepares statements about RE for parents and governors, as required;

• Ensures parents and pupils are involved in the process.

Quality Assurance

We ensure that there is external verification of standards in RE in a variety of ways. These include:

• Monitoring by a Diocesan Schools Consultant (Diane Wright) and our Diocesan Education advisor (Ziggy Brown)

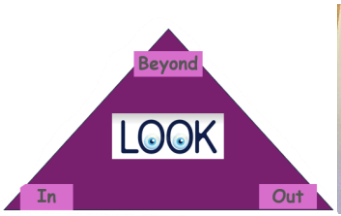
• Meetings and moderation with RE leads from other Church schools within DRET

• RE Link Governor monitoring

• Completing SIAMS self-evaluation

Matching Work to Pupils' Needs

Whole School/Academy policy with regard to special educational needs, the gifted and talented and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This, of course, may not relate to their general educational 'ability'.



Assessment, Recording and Reporting

Assessment in RE will:

• Use the Natre resources for assessment and our hexagons to give additional opportunities for children to make connections and consider what they know about the religion from a theological, sociological and philosophical perspective.

• Be directly related to the expectations of the Diocesan Syllabus

• Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge;

• Recognise the range of skills and attitudes which the subject seeks to develop;

• Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy;

• Include pupil self-assessment;

• Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development;

• Enable effective reporting to parents

An annual report for RE informs parents of their child's progress and attainment, as required by law. We will make specific, individual, accurate comments on each child's progress in RE in this report, based on regular monitoring of work and with regard to the end of phase outcomes. We will transfer this information to new schools when pupils leave us.

Monitoring, Evaluation and Review

We intend that all staff and governors will review this policy annually.

Self-Evaluation, RE and Inspection

The Subject Leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with guidance about self-evaluation and review.

Transition to Secondary Education

We use the final term in Year 6 to review learning in RE. We provide the schools our pupils move on to with a simple statement of the religions and topics they have been studying as part of their transition information.

Striving for Excellence

We know that RE makes a powerful contribution to children and young people's learning. It provides them with the chance to explore the big ideas of religion and belief and to think about what matters in their own lives. We look at the continuing role of religion in contemporary British and global society. We aim to make our school a challenging but safe space for pupils to explore their own and others' religious, spiritual and philosophical convictions critically and responsibly. We give opportunities to engage in dialogue with a range of religions and worldviews.

This personal knowledge allows children to develop their own sense of spirituality both during their time and school and as they move on to their next school.

High quality RE supports the development of the whole child. It also has a significant contribution to make to whole school improvement.

We continuously strive for excellence for all our pupils in Religious Education.

Named RE Subject Leader: L Benner

Headteacher: L Benner

Named foundation Governor: Natalie Keddie

Date: 17/9/26

Review Date: 20/07/2027

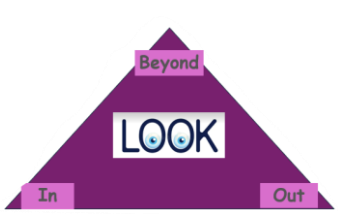
Appendix 1 – curriculum overview

Welton RE Overview 2025/2026

Reception/Year 1 ***Trip to a Jewish place of worship in Term 5***	Who do Christians say made the world? **Y1 Unit 7** **CREATION**	Why does Christmas matter to Christians? (1.3) **Y1 Unit 8** **INCARNATION**	Which places are special and why? **F5** **THEMATIC**	What do Christians believe God is like? (1.1) **Y1 Unit 10** **GOD**	What does it mean to belong to a faith community (1:8) **Y1 Unit 11** **THEMATIC**	Which stories are special and why? **F6** **THEMATIC**
Year 2 ***Trip to a Muslim place of worship in Term 6***	Who is Muslim and how do they live? (1.6) **Part 1: Unit 15** MUSLIMS	What is the good news Christians believe Jesus brings? (1.4) **Part 1: Unit 13** **GOSPEL**	What makes some places sacred to believers? (1.9) **Unit 18** **THEMATIC**	Why does Easter matter to Christians? **Unit 16** **SALVATION**	What is the good news Christians believe Jesus brings? (1.4) **Part 2: Unit 14** **GOSPEL**	Who is Muslim and how do they live? **(1.6)** Part 2: Unit 17 MUSLIMS
Foxes Class (Y3/Y4) ***Trip to a Sikh place of worship in Term 5***	L2.7 What do Hindus believe that God is like? (Theology) **Unit 27** **HINDUS**	L2.2 What is like to follow God? **Unit 19** **People of God**	L2.10 How and why do people mark the significant events of life? 2.10 **Unit 30** **THEMATIC**	L2.6 When Jesus left, what was the impact of Pentecost? **Unit 26** **Kingdom of God**	L2.8 What does it mean to be a Sikh in Britain today? (social science) **2.8 – see additional resource** **SIKHS**	L2.4 What kind of world did Jesus want? **Unit 25** **Gospel**
Badgers (Y4/Y5) ***Trip to Muslim place of worship in term 4***	U2.1 What does it mean if Christians believe God is holy and loving? **Unit 31** **GOD**	U2.10 Why is the Torah so important to Jewish people? (Philosophy) **Unit 33** **JEWS**	U2.6 What do Christians believe Jesus did to 'save' people? [Y5] **(Salvation)** **Plan own from UC**	U2.9 How do Festivals and worship show what matters to a Muslim? (social science) **Unit 21** **MUSLIMS**	U2.2 Creation and Science: Conflicting or complimentary? **Unit 34** **Creation/Fall**	What matters most to Humanists and Christians? **Unit 36** **THEMATIC**
Otters (Year 6) ***Trip to a Hindu place of Worship in term 3***	U2.5 Christians and how to live: What would Jesus do? **Unit 37** **Gospel**	U2.11 Why do some people believe in God and some people not? **Unit 42** **THEMATIC**	U2.15 Why do Hindus want to be good? **Unit 39** **HINDUS**	U2.7 What difference does the Resurrection make to Christians? **Unit 40** **Salvation**	2.4 Why do Christians believe that Jesus was the Messiah? **Unit 38** INCARNATION	U2.14 How do religions help people to live through good times and bad? **Plan own from Peterborough syllabus** **THEMATIC**

Welton RE Overview 2026/2027

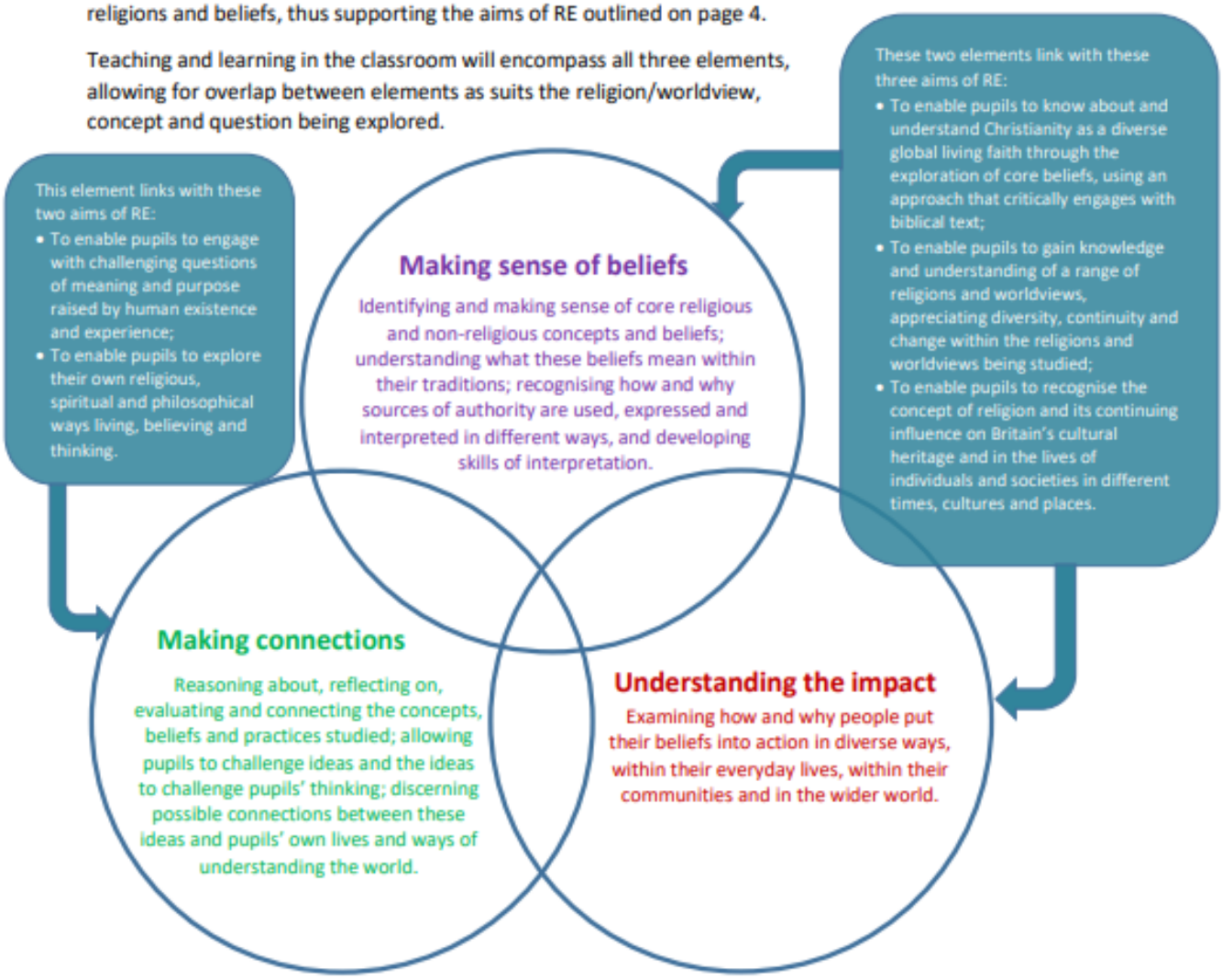
Reception/Year 1 ***Trip to a Jewish place of worship in Term 5***	Why is the word God so important to Christians? **(F1)** **CREATION**	Why do Christians Perform nativity? **(F2)** **INCARNATION**	Being special: Where do we belong? **(F4)** **THEMATIC**	Why do Christians put a cross in the Easter Garden? **(F3)** **SALVATION**	Who is Jewish and How do they live? **Y1 Unit 9** **THEMATIC**	How should we care for the world and for others and why does it matter? **Year 1 Unit 12 THEMATIC**
Year 2 ***Trip to a Muslim place of worship in Term 6***	Who is Muslim and how do they live? (1.6) **Part 1: Unit 15** **MUSLIMS**	What is the good news Christians believe Jesus brings? (1.4) **Part 1: Unit 13** **GOSPEL**	What makes some places sacred to believers? (1.9) **Unit 18** **THEMATIC**	Why does Easter matter to Christians? **Unit 16** **SALVATION**	What is the good news Christians believe Jesus brings? (1.4) **Part 2: Unit 14** **GOSPEL**	Who is Muslim and how do they live? **(1.6)** Part 2: Unit 17 **MUSLIMS**
Foxes Class (Y3/Y4) ***Trip to a Hindu place of worship in term 5***	L2.8 What do Sikhs believe God is like? 2.8 (Theology) **See additional resource** **SIKH**	L2.1 What do Christians learn from the Creation Story **(Creation/Fall)** **Unit 23**	How and why do people try to make the world a better place? **Unit 24** **THEMATIC**	L2.5 Why do Christians call the day Jesus died 'Good Friday?' **Unit 28** **Salvation**	L2.7 What does it mean to be a Hindu in Britain today? (Social Science) **HINDUS**	L2.3 What is the Trinity? **Year 2 unit 20** **Incarnation**
Badgers (Y4/Y5) ***Trip to a Jewish place of worship in term 5***	U2.8 For Christians, what kind of king is Jesus? **Unit 41** **Kingdom of God**	U2.13 Why is pilgrimage important to some religious believers? **Plan own from Peterborough syllabus** **THEMATIC**	2.8 For Christians, what kind of King is Jesus? **Unit 41 (year 6)** **Kingdom of God**	U2.9 How do Festivals and family life show what matters to Jewish people? (social science) **Unit 22** **JEWS**	U2.3 How can following God bring freedom and Justice? **Unit 35** **People of God**	U2.9 What does it mean for Muslim in Britain today? (philosophy) **Unit 32** **MUSLIMS**
Otters (Year 6) ***Trip to a Hindu place of Worship in term 3***	U2.5 Christians and how to live: What would Jesus do? **Unit 37** **Gospel**	U2.11 Why do some people believe in God and some people not? **Unit 42** **THEMATIC**	U2.15 Why do Hindus want to be good? **Unit 39** **HINDUS**	U2.7 What difference does the Resurrection make to Christians? **Unit 40** **Salvation**	2.4 Why do Christians believe that Jesus was the Messiah? **Unit 38** INCARNATION	U2.14 How do religions help people to live through good times and bad? **Plan own from Peterborough syllabus** **THEMATIC**



Appendix 2- Diocesan Teaching and learning model in Religious Education

This syllabus is designed to support schools in developing and delivering excellence in RE. This syllabus sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs. The syllabus is underpinned by three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, thus supporting the aims of RE outlined on page 4.

Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion/worldview, concept and question being explored.



These elements set the context for open exploration of religions and beliefs. They offer a structure through which pupils can encounter diverse religious traditions, alongside non-religious worldviews, presenting a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting approaches from religious studies, theology, ethics, sociology and philosophy.