



Frome Valley CE First School

Religious Education Policy

*“Together, with God’s love,
we learn, nurture and grow, without limits.”*

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Signed by:

C. Moore

Head of School

Date: January 2026

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Chair of Governors

Date: January 2026

School Motto

“Together, with God’s love, we learn, nurture and grow, without limits.”

We chose these words as they encompass what is important to us as a school.

Together: our strength is working together. This includes staff all working together to achieve the best for our pupils and community in partnership with Wessex Multi-Academy Trust. Together, we forge a partnership with the church community and our many stakeholders. Together, in partnership with parents, we support the children in our care with their learning and their wellbeing.

with God’s love: this is the core of our ethos as church school. We use our vision and values to remind us of our closeness to God and God’s teachings. It reminds us on our journey (our boat) that God is by our side and we can learn from his teachings.

we learn: we focus on all of our pupils’ learning. Our support for SEN pupils is so very important to us and our SENDCO leads us in this area. We want all our children to learn and enjoy learning, alongside learning resilience, perseverance and a growth mindset that you can’t do it *yet*. We see ourselves as learners too and continually strive, as a school, to learn from research and best practice as well as self-reflection on our own strengths and areas for development.

nurture: We know that the basis for all learning is having a child that is happy. On our boat, there is a lifebuoy with the words: *“Catch me if I fall.”* We hold deeply the importance of wellbeing and positive mental health. We know the importance of nurturing relationships with an emotionally available adult in school for a child that needs support. We strive to work with our parents and foster supportive relationships.

and grow: we want our children to grow in confidence and resilience. We want them to grow their dreams and goals and to aim high. We want our staff to grow and develop in their role in school.

without limits: this is probably the most important part of our school motto. It is the self-reflection of when we may set limits for ourselves or for others. It’s working together to reach beyond our limits, knowing we are stronger together than alone. Without limits means growing without limits, nurturing without limits, learning without limits and working together with God’s endless love.

School Values

The teaching of Religious Education is set in the context of our core Christian values each of which has a secure root in biblical teaching.

Compassion

We strive to show compassion in how we relate to others. A huge part of our Therapeutic Thinking work is to have empathy for other people. We foster, in our pupils, compassion for others in the world, particularly in times of need.

Respect

Our Eco Schools work is a strong part of our school, and we are very passionate about being a Green Flag School. We teach our children not only to respect each other but to respect our environment and God's world.

Perseverance

We teach our pupils of the need to persevere, particularly in our schoolwork. This links to teaching children the importance of resilience. Our Growth Mindsets work also reminds us of perseverance.

Our School Bible Quote

**“If one part suffers, all suffer together;
if one flourishes, all rejoice together.”**

1 Corinthians 12.26

We chose this quote because of its strong link to our Therapeutic Thinking work and our dedication to supporting the wellbeing of those in our care. Our working as a team is paramount to the success of the school. We support each other and know that it is the sense of 'togetherness' in all that we do (learning, nurturing and growing) that helps us to continue to improve.

Aims and Purposes of Religious Education

In a world of confusion and shifting values, children need accurate information and a helpful environment in which they can explore and form their own values and develop skills to deal with life's joys, sorrows and questions.

Our desire is that the strong Christian foundation children receive at Frome Valley CE First School will give our pupils the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of 'Respect', 'Compassion' and 'Perseverance'. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.

Religious Education provides opportunities for our pupils to:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture.
- To enable pupils to know about and understand other major world religions and world views, their impact on society, culture and the wider world.
- To enable pupils to develop a sense of respect for religious traditions, beliefs and practices.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- To enable pupils to build their sense of identity and belonging.
- To enable pupils to be religiously literate, able to express knowledge, questions, ideas and insights.
- To enable pupils to develop a sense of awe and wonder, mystery and joy.

The outcomes for pupils at the end of their time in our school are to be able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

RE Statement of Entitlement

RE teaching at this school is in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office (June 2016). Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school.

However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE teaching also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the Salisbury Diocese RE Guidelines and 'The Emmanuel Project.'

In addition, the school uses the Emmanuel project resources and other appropriate materials to enhance teaching and learning.

Christianity is taught 50% of the academic year, with Islam, Judaism, Sanātana Dharma and Humanism taught as the other world views across the school. We also explore elements of other world religions and cultures as appropriate e.g. exploring Diwali (Hinduism) and Chinese New Year.

Links to SMSC

Religious Education is an important area in its own right. It contributes to other areas of education and human experience (aesthetic, environmental, ethical, political, social and spiritual). It is an important part of the wider programme of spiritual, moral, social and cultural development. Spiritual - widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God. Moral - helping each pupil develop their own informed values. Social - helping pupils understand some major forces shaping the values in our society. Cultural - aiding pupils in exploring aspects of their own cultural heritage and in developing positive attitudes towards diversity.

Active Citizens

As Active Citizens, each year group engages in meaningful community partnerships that help them understand the impact of kindness, responsibility, and global awareness. Through visits to Crossways Court, pupils form valuable relationships with elderly residents, learning how simple acts of friendship can brighten lives and strengthen intergenerational connections. Our support for the Dorchester Food Bank raises awareness of local need, with children collecting and donating items during critical times of the year. On a global scale, we work with International Animal Rescue to contribute to worldwide animal conservation, fundraising to protect vulnerable species in need. Pupils also make a difference at Casterbridge Manor by writing heartfelt letters that bring joy and companionship to residents. In addition, our involvement with WaterAid and UNICEF helps children understand the importance of clean water and children's rights, encouraging them to take action as responsible global citizens.

Links to Music

Music plays a significant role in supporting pupils' spiritual, moral, social, and cultural development within our school's Religious Education provision. Each Friday, children participate in Singing Praise Collective Worship, where carefully selected songs and hymns are linked to our weekly *Open the Book* worship and the school's core values. The music is purposefully planned to deepen pupils' understanding of Christian teachings, with time given to exploring the meaning of the lyrics and reflecting on how these messages relate to their own lives and moral choices. Through shared singing, pupils experience a sense of belonging, community, and joy, while also developing appreciation for the cultural and spiritual heritage expressed through traditional and contemporary hymns.

Links to PSHE

Additional links will be found across the curriculum especially with personal, social, and health and education (PSHE) and British values. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

Management

The RE subject leader is responsible for:

- Ensuring Religious Education has status within the school
- A detailed scheme of work
- Supporting staff in their planning and delivery of RE
- Auditing and recording current resources, supplementing resource provision and disseminating this information to staff.
- Undertaking personal development in this area and ensuring there is provision for staff training
- Monitoring RE provision
- Developing assessment strategies
- Creating and reviewing an action plan annually.
- Meet with member of the Diocesan RE advisory team when possible

Teaching and Learning

The main teaching activity may vary in its structure, it may consist of class, group, paired or individual teaching and independent activities.

- The objective and success criteria of each lesson is made clear
- Time is given for pupils to reflect, consolidate and apply their learning.

- Planning is organised into units of work
- Discussions take place between staff on resources, teaching approaches and assessment.

The learning opportunities pupils have will include:

- Asking questions
- Debate and discussion
- Evaluating different kinds of evidence
- Experience of religious festivals and customs
- Experience of the use of sounds, actions, art and symbol in religion
- Expressing ideas and feelings through a variety of media
- Exploring religious writings
- Finding out about the life of religious communities
- Handling artefacts and special books
- Investigating the link between behaviour and belief
- Reflecting on personal experiences
- Taking responsibility for their own decisions and actions
- Talking about values, beliefs and experiences
- Talk to believers
- Welcoming visitors into school e.g. Open the Book, Lay Minister of the local church
- Visits to places of worship.

Assessment, recording and reporting

Assessment is through group/individual discussions, teacher observations and marking of any children's work. Children in EYFS will record group work and discussions in a floor book.

Children in KS1 and Lower KS2 will record their learning in a dedicated RE book in a number of ways. Assessment by staff is recorded and delivered to the RE lead by identifying children as WTS, ARE and GD. RE is reported on the annual report to parents. Assessment for Learning plays an important part in RE as in all other subject areas. We moderate RE assessments regularly within school and across other schools in The Wessex Multi-Academy Trust.

Equal Opportunities and Special Educational Needs

The school aims to give all children, regardless of race, disability and class equal access to the Religious Education curriculum, according to their level of ability, and equal access to all equipment and all activities.

ICT in the Religious Curriculum

A multisensory approach is encouraged through the use of interactive whiteboards, computer programmes, the internet and other technologies.

Early Years Foundation Stage

RE is taught within the EYFS both discreetly and across the other 7 areas of learning. This is delivered by the class teacher.

Monitoring and Review

There will be monitoring of teaching and planning over the period of 2 years.
The schemes of work, assessment procedures, staff development and resource will be reviewed on an annual basis. This policy to be reviewed **January 2027**.