



You are the light of the world, let your light shine.

MATTHEW 5:14-16

RE Policy

Whaddon Church of England School 2025-2026

This school is committed to safeguarding children and promoting the welfare of children and young people, it expects all staff and volunteers to share this commitment.

Last updated: October 2025

Reviewed by: Lizzie Marchant

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Approved by: Sarah Prior

Vision

At Whaddon School we want every member of our school community to shine; personally, academically, and spiritually.

Our vision is upheld by our values, Compassion, Wisdom and Endurance which encompass: forgiveness, kindness, respect, advocacy, justice and courage.

As such, we have high expectations for all of our learners through an ambitious, engaging curriculum and inspiring experiences. These carefully planned and inclusive opportunities not only enable our pupils to be their best selves, but ensure that they are equipped for the next steps in their learning journey and life in 21st Century Britain with a curiosity for learning for life.

We challenge each other, to be our best, through actions, choices and words, so that we can all shine.

Aims

At Whaddon School, Religious Education aims to help pupils develop a secure knowledge and understanding of Christianity, particularly the teachings, values, and practices of the Church of England, while also exploring other world religions in a way that fosters respect, empathy, and appreciation of diversity. RE encourages children to reflect on their own beliefs, values, and experiences in a safe and supportive environment, promoting their spiritual, moral, social, and cultural development. It also helps pupils make connections between their learning in RE and everyday life, guiding them to apply Christian values in their relationships and wider community. Through RE, we seek to inspire every child to live out our school vision: *"You are the light of the world, let your light shine!"*

Responsibilities

Our vision provides the bedrock of constructive challenge at all levels of our school community. Children, teachers, supporting adults, parents and governors all have a role to play in upholding the policy, shaping it and living it through our best endeavours.

Teachers will plan and deliver engaging, high-quality RE lessons in line with the school's agreed schemes (ODBE and Kapow). Assess pupils' understanding and progress, provide constructive feedback, and adapt teaching to meet all learners' needs. Create a safe and inclusive environment where pupils feel confident to ask questions, express their ideas, and reflect on their own beliefs and values.

Supporting adults will assist teachers in delivering RE lessons, helping with practical activities, discussions, and reflection tasks. Provide additional support to pupils who may need it, ensuring all children can participate fully in RE learning.

Children will take an active part in RE lessons, asking questions, exploring ideas, and reflecting on their own beliefs and values. Participate respectfully in discussions, activities, and worship, and contribute to a positive, inclusive learning environment.

Parents will support their children's learning in RE by discussing topics, sharing experiences, and encouraging reflection on values and beliefs at home. Engage with the school through events, workshops, and communication to reinforce the importance of RE and the Church of England ethos.

Governors will monitor and evaluates the effectiveness of RE provision across the school. Supports strategic development of the subject, ensures compliance with statutory requirements, and liaises with the RE subject leader to understand how RE contributes to pupils' spiritual, moral, social, and cultural development. Provides accountability for maintaining the Church of England ethos in RE.

Expectations

- RE work is either recorded in individual pupil books or in the class floor book.
- RE learning should be regularly monitored through assessment and adapted to meet the needs of the group
- Provision should be adapted to ensure it is accessible, with evidence of support and challenge
- Teachers should feel empowered to deliver learning or access guidance or training if necessary
- Students will engage in learning which they will develop confidence and pride in

Intent

At Whaddon School, our intent for Religious Education is to nurture curious, thoughtful, and compassionate pupils who can explore questions of faith, belief, and values with confidence and respect. Rooted in our Church of England foundation, we aim to provide children with a strong understanding of Christianity while also giving them opportunities to learn about other world religions and worldviews. Through RE, we want pupils to develop spiritual awareness, moral insight, and cultural understanding, enabling them to reflect on their own beliefs and those of others. Our curriculum, combining the ODBE and Kapow schemes, is designed to be engaging, inclusive, and enquiry-based, encouraging critical thinking, discussion, and personal reflection. Ultimately, we want every child to flourish academically, socially, and spiritually, and to live out our school vision: *"You are the light of the world, let your light shine!"*

Implementation

At Whaddon School, Religious Education is implemented through a carefully planned, age-appropriate curriculum that combines the strengths of both the ODBE and Kapow schemes. Christianity is taught in depth, with key teachings, Bible stories, values, and Church of England practices forming the core of learning, while other world religions are introduced to develop knowledge, understanding, and respect for diversity. Lessons are enquiry-based, encouraging pupils to ask questions, discuss ideas, and reflect on their own beliefs and experiences. A variety of teaching approaches is used, including storytelling, discussion, drama, art, practical activities, and reflection, to engage different learning styles and promote critical thinking. Regular assessment, including observation, questioning, and recorded work, helps teachers monitor pupils' understanding and plan the next steps in learning. Links to worship, school values, and real-life experiences are woven throughout, ensuring that RE is meaningful, relevant, and connected to pupils' spiritual, moral, social, and cultural development.

Impact

At Whaddon School, the impact of our Religious Education curriculum is seen in the knowledge, skills, and attitudes pupils develop over time. Pupils gain a secure understanding of Christianity and other world religions, showing respect for different beliefs and an ability to reflect on their own values. They develop spiritual awareness, moral insight, and cultural understanding, which support their personal growth and relationships within the school community and beyond. Teachers assess progress through observation, discussion, recorded work, and reflection, ensuring that pupils are challenged and supported appropriately. The wider impact is also evident in pupils' behaviour, empathy, and ability to engage thoughtfully in conversations about faith, ethics, and values. Through RE, children are empowered to live out our school vision—*"You are the light of the world, let your light shine!"*—demonstrating confidence, compassion, and a sense of responsibility in all aspects of school life.

SEN

At Whaddon C of E School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. Our school has a 'whole school approach' to special educational needs, with all staff making reasonable adjustments to enable children to have full access to all elements of the school curriculum. We are committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes, by adapting the learning with support and challenge to ensure that progress can be made and measurable.

Our SENDCO, Sarah Prior, and the Subject Lead monitor the curriculum and teachers to determine how children's needs are being met within PSHE, providing opportunities, support and challenge as needed.

Assessment

At Whaddon School we strive to demonstrate clear progress across a variety of skills and our curriculum is organised to reflect this. In order to ensure that children have no gaps in their learning, we are consistently using the Kapow scheme and have rolling, two-year, long term plans which are mixed age. There are assessments available through this scheme which classes utilise to determine what knowledge and understanding has been retained, including key vocabulary. These are pitched at age appropriate levels and are in line with the lessons taught, informing us of skills they may need to focus on in the next unit.

Assessment in Religious Education is an integral part of teaching and learning, helping teachers understand pupils' knowledge, understanding, and skills. Assessment is carried out through a variety of methods, including observation, discussion, questioning, recorded work, reflections, and practical activities. Teachers assess pupils' understanding of Christianity and other world religions, their ability to reflect on their own beliefs and values, and their skills of enquiry, critical thinking, and empathy. Assessment is formative and ongoing, allowing teachers to adapt planning and provide targeted support or extension where needed. Pupils are encouraged to engage in self-assessment and reflection, helping them recognise their own learning and progress. The impact of RE is also measured through pupils' attitudes, participation, and ability to make connections between their learning and real-life experiences, supporting their spiritual, moral, social, and cultural development.

In school reports and during parents' meetings, guardians, parents and carers will hear these outcomes refined to a single acronym, Working Towards, Age Related Expectation or Greater Depth,

occasionally, there will be different phrases used which will imply these same meanings, which can be discussed with your class teacher (or read in reports) to better understand where your child needs specific support or further challenge.

Monitoring and Leadership

Monitoring of this subject is undertaken by the subject lead, allocated governor and headteacher. The goal of this monitoring is to ensure that teachers are delivering the curriculum as anticipated and directed, consistently, across the school. This should ensure that all children have equality of opportunity, a streamlined progression of skills and access to an appropriate level of learning and support. Monitoring processes include (but are not limited to) pupil voice, where students share their opinions/thoughts on their learning, book looks, where any recorded work is analysed and compared, focussing on adaptations (support and challenge for pupils) and presentation in line with policy. Also, learning walks or lesson observations where subject leaders focus on the children's learning and the teacher's delivery of the curriculum. This enables subject leaders to direct appropriate professional development to best support staff across the school and also develop and adapt the curriculum to ensure progress.

The subject lead for RE is Lizzie Marchant.

Cross-curricular Opportunities

Religious Education provides many opportunities to link learning with other subjects, enriching pupils' understanding and making learning more meaningful. RE naturally complements **PSHE**, supporting pupils' personal, social, moral, and spiritual development. It links with **English** through discussion, storytelling, writing, and reflection activities, allowing pupils to express their ideas and beliefs clearly. These cross-curricular links ensure that learning in RE is relevant, engaging, and connected to a broad range of skills and experiences.

Cultural Capital/Inclusion/Diversity & Equity

At Whaddon Church of England School, we value, nurture and celebrate the skills and talents of every child. Our broad and rich curriculum is aspirational, engaging and inclusive.

We strive to enable all children to achieve their best and optimise their potential through highquality teaching, careful planning - in line with developmental stage and interests of cohorts - removal of barriers in order to fully access the curriculum e.g. writing frames, visual prompts, adapted resources and alternative methods of recording; across the curriculum. Our carefully adapted teaching, planning and learning opportunities are designed to reduce, and ultimately remove gaps between disadvantaged and vulnerable learners and their peers. Our commitment to engaging, inspiring and equipping all learners with the skills and knowledge they require to be successful in their next steps and life is at the heart of our curriculum intent and fosters the implementation of our curriculum. This ensures equality of opportunity and a broad and rich provision, for all learners, in a personalised way. Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum, reflecting our multi-cultural, multi-faith school community and ensuring quality, first hand experiences are presented in a multitude of ways. This enables full participation, access and maximum engagement. All of our educational visits are fully risk assessed and planned, so that every child may access and enjoy these enriching opportunities, ensuring meaningful and memorable experiences which support deeper learning and understanding.