At Otterton Church of England Primary school we believe in supporting all members of our community to enable and inspire them to grow as confident, independent learners, fully equipped and ready for life’s challenges.

**Our Vision**

**‘Growing Stronger Together’**is theologically linked with the Parable of the Mustard Seed (Matthew 13:31-32) we believe, much like this parable, that given guidance and support even the smallest can flourish and grow.

 “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches” ([Matthew 13:31–32](https://www.bibleref.com/Matthew/13/Matthew-13-31.html)).

**Our School Values**

**Thankfulness, Courage, Trust, Hope, Compassion and Respect.**

**Aim of RE** **and Worldviews**

At Otterton Church of England primary school, we strive to ensure that all children have a passion for learning about religion and are educated to develop emotionally, academically, morally and spiritually. This will enable and inspire them to grow as confident, independent learners, fully equipped and ready for life’s challenges of living in a swiftly changing world. Regular collective worships and celebrations of children’s learning help to celebrate our school community, promoting the wider communities beliefs and traditions. We believe that given guidance and support even the smallest can flourish and achieve.

RE helps us to make sense of religion and worldviews, explore our own spiritual development and reflect on our own ideas and way of living.

**Delivery**

Otterton C of E Primary is part of the Link Academy Trust (and was previously a Voluntary Aided school) therefore the provision of RE must be in accordance with the Trust Deed of the academy. It meets the expectations set out by the ‘The Statement of Entitlement’ in the *Statutory Inspection of Anglican and Methodist Schools* (SIAMS) Evaluation Schedule. In particular, Christianity forms 50% of the taught curriculum and 5%-10% of curriculum time is set aside for the teaching of RE. This is approx. one hour per week, or in blocked time as appropriate. The time allocated for RE will be separate from time given to Collective Worship.

RE and Worldviews has an important part to play as part of a broad, balanced, and coherent curriculum to which all pupils are entitled. High quality learning experiences are designed and provided by careful planning through the Devon and Torbay Agreed Syllabus 2024-29, using Understanding Christianity and RE Today units. In accordance with the structure of the locally agreed syllabus:

At KS 1 pupils study Christianity as well as Judaism and Islam

At KS 2 pupils study Christianity, Judaism, Islam, Hinduism and non-religious worldviews eg Humanism

Consideration of other religions and non-religious worldviews can occur at any stage as appropriate to our school context.

**Key Skills in RE and Worldviews**

RE is more than just developing children’s knowledge and understanding. It seeks to develop children’s skills in:

* Investigation/enquiry (about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human).
* Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of IT).
* Interpretation (recognising and talking about religious symbols, stories and sacred texts).
* Analysis and evaluation (making connections, reflecting on and developing their own worldviews and ideas, recognising the beliefs of others and the impact of these).

**Key Attitudes in RE and Worldviews**

As with skills, RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing childrens’ imagination and curiosity).

**The contribution RE and Worldviews makes to other curriculum areas**

Spiritual, moral, social and cultural development:

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 religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society, helps individuals develop moral awareness and social understanding.

Preparing pupils for life in modern Britain:

RE makes an important contribution to a school’s duty to prepare pupils for life in modern Britain and to combat extremism, promoting British values. It provides a key context to develop young people’s understanding and appreciation of diversity, to hold difficult conversations about religion and belief and to give pupils the skills to challenge racism and extremism. Effective RE will promote social cohesion.

Personal development:

RE encourages pupils’ personal development; it enables pupils to disagree respectfully and engage in handling and applying their learning to living. It gives opportunities for pupils to make connections between the ideas studied, with the world around them and with their own developing personal worldviews.

**Rights of withdrawal**

We firmly believe that RE is an important subject in children’s learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE and Worldviews on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

**Approaches to teaching and learning in RE and Worldviews**

* Visiting local places of worship and virtual tours of other religious buildings.
* Use of visitors to share their faith/lived experience – demonstrating diversity.
* Key question to lead each unit, promoting enquiry and investigation.
* Exploring a variety of religious texts through a theological lens.
* Using art, music, dance and drama/role play.
* Analysis of sociological census and survey data.
* Children experiencing times of quiet reflection and stillness to develop their own thoughts, ideas and spirituality.
* Using story, pictures and photographs.
* Collective recording through class scrapbooks/Sway.
* Using artefacts to help children develop their understanding of religious   
  beliefs and forms of expression.
* Discussing philosophical questions to develop critical thinking skills.
* Use of IT to inform, for independent research and creation of presentations.

**Assessment**

In line with the school policy on assessment and recording It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set and assessments set at the end of each unit. We currently monitor children’s progress each half term, with end of unit summative comments under the headings of Emerging/Developing Independence, Secure and Greater Depth. This is informed by using dialogue, class scrapbooks and children’s books. The evidence gathered will be used by the class teacher to ensure that pupil’s learning is, for example, appropriately scaffolded to support progress for SEND pupils or challenging enough to lead those to greater depth.

The RE subject leader is responsible for keeping an overview of the standard of children’s work and for the quality of teaching. The RE Lead/AH will monitor RE within the school through analysis of assessment data, to ensure expectations and outcomes in RE match those in Literacy for instance.

The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school.

**Reviewed:** September 2025