

Dream, Believe, Achieve Together,



Celebrating 'Life in all its fullness'

RE Policy

1. Introduction

This policy should be taken and used as part of the Church of England's overall strategy, and it is implemented within the context of our vision, instrument of government aims and values as a Church of England schools. RE is taught using *Jigsaw RE* materials (which meets the requirements of our locally agreed syllabus), along with *Understanding Christianity* materials. These materials support the teaching of Christianity, world religions and non-religious views.

Understanding Christianity is used to enable learners to acquire a thorough knowledge and understanding of the Christian faith. As Church schools, our RE curriculum ensures children experience the required 50% or more of work on Christianity, as well as covering the main religious worldviews including Judaism, Sanatana Dharma, Islam, Buddhism, Sikhism and Humanism.

RE offers an opportunity for children to make links between the beliefs, practices and value systems of Christianity and other world faiths studied. An enquiry approach is used in RE, encouraging children to ask, and answer, 'big questions' and to investigate them. The school's Christian values and the spiritual, moral, social and cultural development are central to RE.

2. Aims

- a. To enable pupils to know about and understand Christianity as a living faith and the influences worldwide.
- b. To enable pupils to know and understand about other major world religions and views while developing their ability to express ideas and insights.
- c. To contribute to pupil's own spiritual, moral, social and cultural development.
- d. To enable children to explore and enrich their own beliefs and values.
- e. Show an informed and respectful attitude to beliefs which are different from their own.
- f. Engage in meaningful dialogue with people who have faith or no faith.
- g. Reflect on their spiritual, philosophical and ethical beliefs in a critical and responsible way.
- h. To become successful, confident learners and responsible citizens.

3. School Values

These are based on the core Christian Values (from '*Roots and Fruits*' which is a collective worship programme). Each class will display one Christian value each term, which we all strive to follow.

The school community therefore expects all members of it, to act according to these Christian values by:

- Respecting each other, themselves, and the school environment.
- Being always polite to each other.
- Working hard and to the best of their ability.
- Being always responsible and sensible.
- Being good ambassadors in the wider community.

Biblical teachings underpin all we do. We encourage our pupils to “live the values” – (1 Peter 4)

These values will be promoted through our holistic approach and ethos, including RE teaching and Collective Worship.

4. Our Schools’ Approach to RE

RE is at the very heart of all that we do. Religious Education and Worldviews is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils’ (except for those that have been withdrawn) and is part of the weekly timetable for all year groups.

Christianity is at the heart of the RE curriculum. It is rooted in the person and work of Jesus Christ. Through teaching and learning, community is celebrated. We explore and celebrate all communities, religions and worldly views, fostering respect.

We seek to enrich RE learning using a range of learning activities and approaches. These may include linking to the local church; using visits and visitors wherever possible; engaging with real religious artefacts and texts and embracing the use of technology and creative arts such as music and art. We seek to make links with the children’s own experiences of the world and developing beliefs, and we make connections to our values curriculum and PSHE where possible.

5. Aims and Objectives

Key questions are shown at the start of the unit and are referred to throughout the unit. This approach encourages deeper learning, using the core knowledge as a basis.

Questioning is used in RE to promote critical thinking and deeper thought and learning. Whole class discussions, group and individual work are all used during RE teaching. This allows time for reflection, deep thought and allows children to develop their responses and own ideas and thoughts. Visits and visitors are encouraged to promote learning - this can be done in a range of ways, e.g. an opportunity to ask questions and learn from real life experiences to further promote tolerance and understanding of different faiths.

Skills are central in RE, and they are presented in various learning opportunities. Investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application, expression and self-understanding are used across the school to promote deep thinking and reflection to help children’s progress in RE.

We recognise through our adapted planning system that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, enable them to develop new skills, concepts and knowledge. All children are treated with equal respect, worth and value regardless of race, colour, background, gender, learning need or learning ability. The Religious Education Curriculum aims to teach all these qualities.

We use a variety of mediums such as storytelling, videos, reflection and role-play. When appropriate we use religious artefacts for the children to look at and discuss. We encourage children to research aspects of religion using research and Information Technology including the internet. We may have visiting speakers to talk to children about their faith community and their religious beliefs. We encourage visits to places of worship such as Churches, Temples, Mosques etc.

6. Opportunities for RE

Through detailed planning and assessment, progression is ensured. The units have been written to ensure skills, knowledge and learning is built on year on year.

RE plays a significant, but not exclusive, role in the development of children's Spiritual, Moral, Social and Cultural skills and knowledge. This is done through opportunities for reflection, deep thought and using varied styles of teaching throughout the RE curriculum. Children are encouraged to explore their own thoughts and ideas in a safe environment, promoting tolerance and respect. Children are given the opportunity to ask and reflect on 'big questions'. We aim to provide a rich interesting, stimulating environment in which Religious Education can take place. We plan and organise the environment, with adapted tasks and activities to ensure that all children can access the curriculum, whatever their stage of development and learning need. All tasks have equal status in our planning and delivery of the curriculum. As well as individual learning, we also encourage children to work co-operatively and in collaboration on a range of religious activities.

7. Monitoring, Evaluation, Assessment, Recording, Reporting

We aim to assess Religious Education by using a range of assessment techniques appropriate to the assessment being carried out.

Assessments are based on: informal observations, individual interaction or communication skills, listening to children's responses, taking photographs of children's work or performance work produced during activities. Samples of annotated work, together with staff observations are used to review the overall level of understanding for each child.

The overall understanding of each child is assessed at the end of each unit; these are recorded by the class teacher. The RE leader uses moderation to ensure accurate assessments are being made against key assessment criteria.

8. Parents/Governors/Diocesan Liaison and Local Community issues

The Education Reform Act 1988 states that: 'The curriculum for every maintained school shall comprise a basic curriculum which includes provision for Religious Education for all registered pupils at the school'. It requires that an agreed syllabus should 'reflect the fact that the religious traditions of Great Britain are, in the main, Christian while taking account of the other principal religions represented in Great Britain'.

It provides parents with the right to withdraw their children from Religious Education. No explanation is required. If parents do feel the necessity to withdraw their children from this area of the Curriculum, then parents must consult with the Head teacher.

Date of review – 1st December 2023

Date of next review - December 2026