



# St John's C of E Primary School

## Religious Education Policy

School Policy	RE Subject Leader
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**St John's C of E Primary School  
RE Policy**

**Our Vision**

Learn Together • Achieve Together • Celebrate Together  
*'And let your light shine' Matthew 5:16*

**Our Mission Statement**

To enable all children to achieve their true potential in a caring Christian community.

**Our Values**

Respect • Responsibility • Kindness • Truthfulness • Perseverance

## **Introduction**

This policy reflects our vision, mission statement and our core values.

We value and encourage the spiritual, moral, cultural, mental, and physical development of pupils at our school and recognise that the experiences offered must be of a high quality.

Creating an ethos and atmosphere where learning is nurtured is our priority. It prepares pupils for the opportunities, responsibilities, and experiences of adult life.

## **1 Aims and objectives.**

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St John's C of E Primary School, we develop the children's knowledge and understanding of Christianity and the major world faiths. Children reflect on what it means to have faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions. Religious education contributes significantly to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national, and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values, and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret, and evaluate texts and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values, and experiences while respecting the right of others to differ.

1.2 The aims of religious education are to help children:

- understand and be able to recognise the Christian Faith, the value and content of the Bible, the role a church plays in the community and recognise the Church of England's values, traditions, structure, and the impact of a spiritual life.
- develop an understanding of what it means to be committed to a religious tradition.
- develop an awareness of spiritual and moral issues in life experiences.
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- develop an understanding of religious traditions and to appreciate the cultural diversity in Britain today.
- develop a questioning approach to enable them to make reasoned judgments about religious and moral issues.
- have respect for other peoples' views and how that enables different individuals and communities to live together respectfully for the wellbeing of all.

## **2 Teaching and learning**

2.1 We base our weekly teaching and learning of RE on the key principle that good teaching in RE allows children both to learn about religious traditions and worldviews, and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes

their spiritual growth and development as well as focusing on our core school values of respect, responsibility, kindness, truthfulness, and perseverance.

2.2 We celebrate the main events in the Christian calendar and all children are involved in preparation for these.

2.3 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come to school and talk to the children.

2.4 We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses.
- including drama, discussion, and art in lessons
- opportunities for discussion in mixed ability groups
- providing resources of different complexity, adapted to the ability of the child.
- using classroom learning support assistants to support the work of individuals or groups of children.

### **3 Curriculum planning in religious education**

3.1 We plan our religious education curriculum in accordance with the agreed syllabus – Essex and the Diocese. Following the Essex Agreed Syllabus, and the bought curriculum from Saffron Academy Trust (SAT) RE Scheme, we ensure that the topics studied in religious education build upon prior learning. The SAT RE scheme follows the objectives from the Essex Agreed Syllabus (curriculum) and serves as a resource to support teachers in the delivery of the RE curriculum.

3.2 We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through school. The worldviews and religions studied reflect the wider community within the school context and is reviewed annually so that it is constantly reflecting on what is best for the school.

3.3 We carry out the curriculum planning in religious education in three phases (long-term, medium-term, and short-term). The long-term plan maps the religious education topics studied in each term. This can be accessed via Teams for teachers.

3.4 Our medium-term plans give details of each unit of work for each term. These are the plans are from the Essex Agreed Syllabus and Saffron Academy Trust RE Scheme and follow a spiral curriculum that builds on previous knowledge. These can be accessed via Teams for teachers.

3.5 The class teacher plans for each lesson and lists the specific learning objectives for that lesson. Planning is monitored by the subject leader.

### **4 Foundation Stage**

We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

### **5 Cross Curricular Connections**

R.E. links naturally with subjects such as Art, Music, Drama and Dance. We encourage teachers to use opportunities for extended writing in RE to develop a range of children's writing. The spiritual, moral and multi-cultural learning objectives are met through use of a variety of texts, and response styles, ICT and the RSHE curriculum.

### **6 Teaching religious education to children with special educational needs**

6.1 At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment

against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

## **7 Assessment and recording**

7.1 We assess children's work in religious education by making informal judgments as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary in line with our assessment policy. At the end of the academic year, teachers make a summative assessment based on the work throughout the year. Summative judgements are reported to parents in the end of year report. This data is recorded on the school's assessment system – Target Tracker.

7.2 The RE subject leader keeps samples of children's work in a portfolio.

## **8 Monitoring and review**

The headteacher and subject leader will monitor RE data and review current practice. The policy should be reviewed every 3 years and links to Collective Worship identified.

## **9 Equal opportunities and differentiation**

RE is a valuable learning experience. It should enable pupils to

- respect and be sensitive to each other's needs.
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio-economic group.

## **10 Resource Management**

Each of the major religions studied has a resource box containing artefacts, factual books and teaching material. Many of the resources used are found on the internet on trusted and reliable sites.

## **11 Role of the subject leader is:**

- To co-ordinate the teaching of R.E. within the school
- To attend relevant courses and disseminate information to staff
- To be involved in the induction of new staff and support staff in their lesson planning and teaching
- To monitor the use of the policy and scheme of work
- To ensure continuity and progression of skills in R.E. across school
- To support and order and maintain resources
- To make staff aware of changes/thinking in R.E. and courses available
- To show by example good R.E. practice and liaise with religious leaders in the local community.