



Religious Education Policy

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Religious Education Policy

1. Introduction

- 1.1 Our school is a safe, nurturing environment, underpinned by our Christian foundation and values of love, joy and responsibility. Inspired by the parable of the Good Samaritan, we encourage our children to notice those in need, show kindness and compassion, and have the courage to step forward and make a difference, even when it is difficult.
- 1.2 Our vision, “Me, My Community, Our World – Together, we will make a difference,” encourages every child to understand who they are, recognise their gifts and responsibilities, and consider how their choices and actions affect others and the wider world. We want our children to grow in love, live with joy and take responsibility for themselves, their community and the world around them.
- 1.3 We aim to encourage a love of learning through a broad, balanced and creative curriculum and to support every child in fulfilling their potential. An enriched learning experience prepares our children to face the future with confidence and enthusiasm and to mature as responsible, independent and interdependent young people.
- 1.4 Through our vision, we seek to help children flourish academically, emotionally, spiritually and morally, developing their knowledge, skills, character and confidence so that they can live with purpose and make a positive difference.
- 1.5 Our children are encouraged to live out our vision through Me – making wise choices, working hard and aiming high; My Community – showing empathy, serving others and standing up for what is right; and Our World – caring for people and the planet, respecting differences and celebrating what makes each person unique.
- 1.6 In this way, our Christian foundation is not simply something we learn about, but something we seek to live out through our daily actions, relationships and choices. Like the Good Samaritan, we want every child to recognise that they have the capacity to care for others, use their gifts and make a difference in the lives of those around them.
- 1.7 Together, we grow with love, joy and responsibility, preparing our children to make a positive difference to their own lives, their community and the wider world.
- 1.8 Religious Education is taught in accordance with the LA agreed syllabus ‘Living Difference IV’ (Revised November 2021) and with reference to the school’s Trust Deed. As a Church of England School, the syllabus is also supported by the Understanding Christianity resource, which is used alongside and not as an alternative to ‘Living Difference’.
- 1.9 The purpose is to support the development of children’s own values and contribute to their spiritual, moral, social and cultural development. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and other’s cultural and life experiences. This takes the

form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

- 1.10 Activities are planned in order to make the subject accessible to all children, irrespective of backgrounds, gender, ethnicity, age or ability.
- 1.11 By parental request, children may be withdrawn from the teaching of RE.

2. Aims

- 2.1 To develop children's knowledge and understanding of Christianity as a global world faith, including its key principles, values, beliefs and teachings, with a particular focus on the Anglican tradition and how Christianity is lived and expressed in different cultures and communities around the world.
- 2.2 To provide a wide range of encounters with religion and worldviews, enabling children to develop their understanding of Christianity alongside Judaism, Islam and Hinduism, as well as the non-religious worldview of Humanism.
- 2.3 To encourage children to develop their own questions, interests and opinions about concepts that are important to themselves and to religious and non-religious worldviews, enabling them to recognise and express their own values and beliefs.
- 2.4 To enable children to consider the effects that religion and worldview have on people's lives, helping them to understand and respect different beliefs, values, traditions and ways of living.
- 2.5 To enable each child to make reasoned and informed judgements when considering religious, ethical and moral issues, drawing on their understanding of Christianity and the range of religions and worldviews they encounter.
- 2.6 To provide opportunities for children to reflect on, analyse and evaluate beliefs, values and practices, making connections between what they learn in RE and their own experiences and the world around them.
- 2.7 To foster attitudes such as curiosity, open-mindedness, self-understanding, respect, wonder and appreciation, recognising these as fundamental to the spiritual dimension of human life and helping children to explore what gives life meaning and purpose.
- 2.8 To enable children to recognise and appreciate qualities such as integrity, faithfulness, compassion, generosity, courage and love, exploring how these qualities are expressed within Christianity and other religions and worldviews, and considering how they might be lived out in their own lives

Christianity is at the heart of our Religious Education curriculum, reflecting our identity as a Church of England school. Alongside Christianity, children encounter Judaism, Islam, Hinduism and Humanism, enabling them to develop religious and worldview literacy, ask thoughtful questions, appreciate diversity and consider how beliefs and values shape the way people live. Through these encounters, children are encouraged to develop their own understanding, reflect on their spirituality and consider how they can live out our vision of "Me, My Community, Our World".

3. Guidelines

- 3.1 RE is taught
 - 3.1.1. as a separate subject in line with the agreed syllabus 'Living Difference IV'
 - 3.1.2. on a 2 year cycle, and making use of cross-curricular links and learning, such as with ICT/drama/literacy/art/music to enhance teaching
 - 3.1.3. the recommended minimum time allocation for RE is:
 - Key Stage 1 – 36 hours per year
 - Key Stage 2 – 45 hours per year
 - 3.1.4. A range of teaching opportunities is used including:
 - exploring religious artefacts
 - visiting places of worship
 - welcoming visits by members of a faith community
 - using pictures, religious symbols as a stimulus for learning/basis of discussion.
 - 3.1.5. Within Key Stage 1 – two religions are studied:
 - Christianity and Judaism
 - 3.1.6. Within Key Stage 2 – four religions are studied:
 - Christianity and Hinduism – Y3/4
 - Christianity, Islam and Humanism – Y5/6
- 3.2 We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way.
- 3.3 Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including, enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.
- 3.4 RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.
- 3.5 Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:
 - 3.5.1. Posing and discussing 'big' and challenging questions
 - 3.5.2. Reading and critically analysing texts.
 - 3.5.3. Interpreting information from different sources.
 - 3.5.4. Researching information for themselves in libraries and on computers.

- 3.5.5. Listening to and discussing with the teacher and other pupils.
 - 3.5.6. Engaging in pair and group work.
 - 3.5.7. Exploring a range of media such as artefacts, pictures, photographs, music and drama.
 - 3.5.8. Experiencing visits and visitors.
 - 3.5.9. Taking part in outdoor learning.
 - 3.5.10. Taking time for reflection.
 - 3.5.11. Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion.
- 3.6 Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Christianity is studied as a global faith, recognising the rich diversity of Christian belief, practice, culture and expression across different countries and communities, rather than presenting Christianity solely through a UK or Anglican lens. Alongside Christianity, pupils encounter Islam, Judaism, Hinduism and Humanism, enabling them to appreciate the diversity that exists both between and within religious and non-religious worldviews. Questions, views and opinions are treated with sensitivity and respect.

4. Assessment

- 4.1 Assessment in Religious Education will:
- 4.1.1. Involve identifying suitable opportunities in schemes of work, such as, Understanding Christianity and be directly related to the expectations of Living Difference IV
 - 4.1.2. It will seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
 - 4.1.3. Recognise the range of skills and attitudes which the subject seeks to develop.
 - 4.1.4. Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy. Include pupil self-assessment.
 - 4.1.5. Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
 - 4.1.6. Enable effective reporting to parents.