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| Policy | Religious Education |
| Approved | November 2022 |
| To be reviewed | November 2024 |

Love – “Let all that you do be done in Love” 1 Corinthians 16:14

Respect - “Therefore, however you want people to treat you, so treat them, for this is the Law and the Prophets” Matthew 7:12

Truth - “I am the way, the truth and the life. No one comes to the Father except through me” John 4:16.



Religious Education Policy

Learning, loving and Laughing is at the heart of all that we do at St John's. Through core Christian values of Love, Truth and Respect and our inter-disciplinary St John's curriculum, we want children to have an 'outstanding' education to enable them to believe in themselves and achieve their potential, while being equipped to become global citizens who show respect and compassion for everything in God's world.

Introduction

The following policy has been put together based upon the vision and values of St John's Primary School and complements our curriculum aims of developing learners who: *know themselves; are aware of others; are global citizens; possess a body of knowledge and are personally empowered to learn.*

We believe that RE teaching provides the children with an opportunity to show that they are aware of, and show respect, for different faiths, beliefs and cultures and to value the opinions of others. They show courtesy and manners towards everyone.

In addition, this policy document follows guidance from the Hampshire County advisor for religious education and the Diocese education team, as well as the guidance provided by the locally agreed syllabus, Living Difference IV.

Further, the planning and delivery of Christianity within RE lessons, is complemented with resources from the Church Of England's Understanding Christianity publication, allowing for children to understand the big story of the Christian Bible and to explore life's big questions, considering the part the children can make to our world.

The legal requirements of RE

In line with the school's trust deeds, the terms of Union with the National Society state with regard to religious education that: The Head teacher and the governing body will ensure that religious education is given at least five per cent of curriculum time and that such religious education is consistent with the faith and practice of the Church.

The Education Act 1996 requires that; religious education should be taught to all pupils other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education.

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We follow, under the advice provided by Winchester Diocese, the syllabus “Living Difference IV” which (quoting from the syllabus and Education Act), “*reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain.*” With regard to the law Religious Education must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils, whether that of a secular agenda or of a particular religion.

The Department for Children, Schools and Families (DCSF) (now DfE) guidance, Religious education in English schools: Non-statutory guidance 2010, states that:

“Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the Schools Standards and Framework Act 1998. The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. ... Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.” As already stated, under the guidance of Winchester Diocese, we follow the locally agreed syllabus.

Our aims for RE and the contribution of RE

Developing Viewpoints

The aim of Religious Education is to draw on pupils’ own independent potentially small interpretive points of view and develop these to appreciate a wider and broader viewpoint.

Celebrating Difference

We are made up of staff and pupils who originate from differing nationalities, cultures and faith groups. Being mindful of the Christian character of the school, we should be celebrating diversity and offering a welcoming and inclusive environment for all our pupils, including new arrivals and those for whom English is an additional language.

Developing values and principles

The purpose of Religious Education is to support pupils in developing their own coherent patterns of values and principles, and to support their spiritual, moral, social and cultural development. This entails encouragement of each pupil to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others’ cultural and life experiences. It is important that students progressively develop the capacities to interpret, evaluate and respond to differing values and beliefs. This can be achieved through extending their thinking and analytical skills and their creative, imaginative and emotional development.

Mutual understanding

A further purpose of RE is to foster mutual understanding between pupils of differing religious and cultural backgrounds.

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Parental right of withdrawal from Religious Education lessons

Parents are informed in the school prospectus that they have the right to withdraw their pupils from parts of or all religious education. Parents who choose to withdraw their children from Religious education lessons are requested to put their request in writing and will be invited to discuss the issue with the Head teacher. Those children who are withdrawn from RE lessons will be provided with alternative activities and fully supervised.

Planning the RE curriculum

It is recommended that 45 hours minimum per school year should be devoted to religious education, and the programmes of study in Living Difference IV have been designed with these time recommendations in mind. In practical terms this is 7.5 hours per half-term. RE is taught in blocked units, either across a week or a day, according to the arrangements of each class timetable.

Class teacher's responsibilities

- To teach RE for around 6 hours (Reception/KS1) and 7.5 hours (KS2) each half-term, preferably in a block of time
- To adapt medium term planning so that it is suitable for each class
- To provide oral or written feedback on the success of each concept for the subject champion
- To record pupils' progress each half-term as requested by the RE champion

Subject champion's responsibilities

- Oversee & organise the long term RE planning
- Provide basic medium term planning each half-term to each year group's team leader for dissemination
- To monitor RE teaching and learning
- Provide sufficient provision of suitable resources
- To facilitate any training as necessary
- To update and disseminate latest developments in RE to all staff
- To organise assessment opportunities and track progression of all children across the school
- To moderate the judgements made about pupils' attainment and provide an overview of attainment in RE throughout the school

Assessment, recording and reporting arrangements for RE

The RE champion is responsible for organising what will be assessed and how this assessment will be recorded. Class teachers are responsible for recording the progress in RE at each stage of the cycle once each year (i.e. 5 stages to the cycle and 6 half-terms means that the contextualise part of the cycle is recorded twice in the course of the year). The RE champion will facilitate training on how to assess and record progress in RE. Each term the RE champion will monitor the recording of assessment in RE and annually will consider the implications following this assessment to monitor pupil progress in all areas of the cycle.

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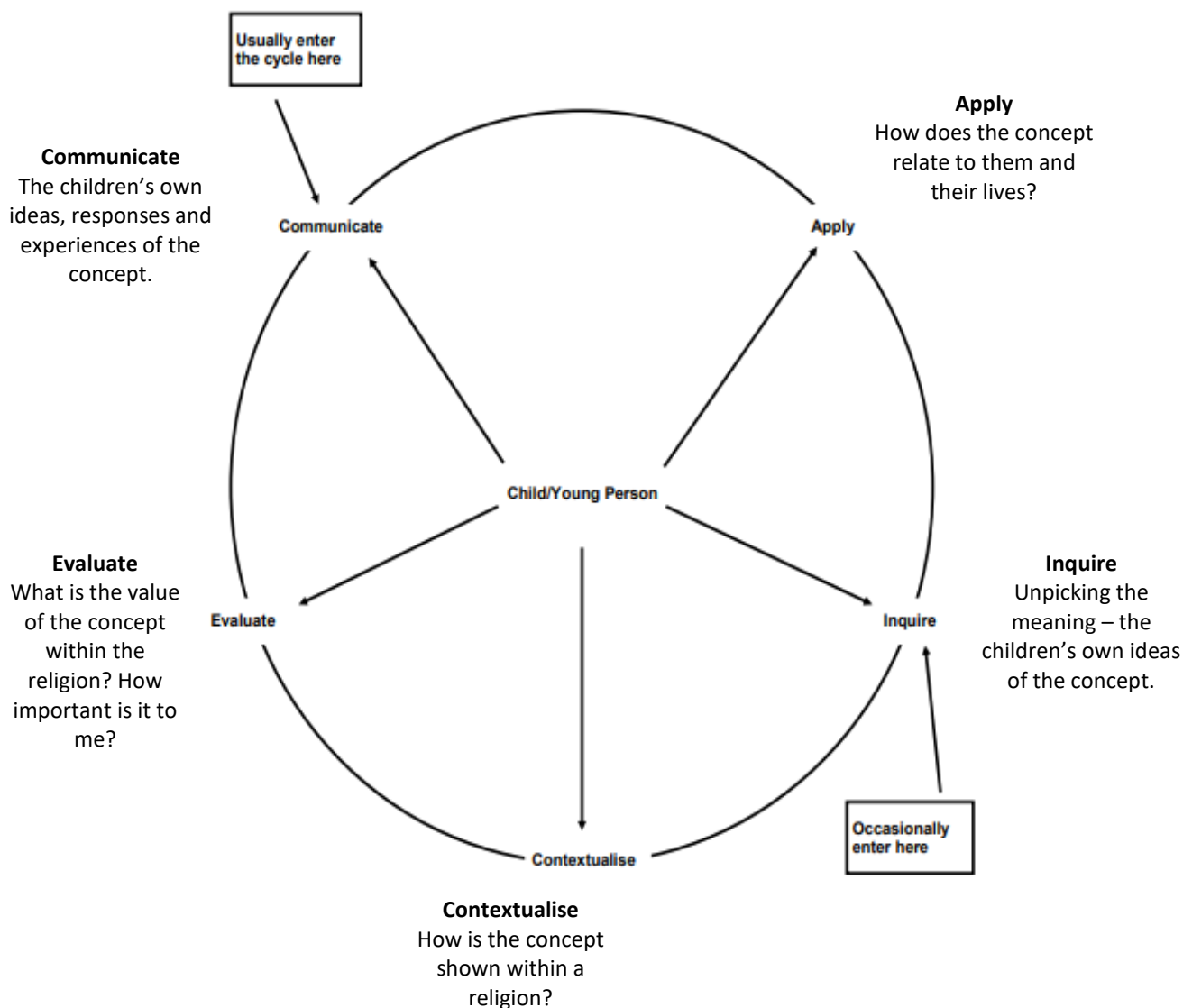
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Teaching and learning strategies used in RE

RE is a philosophical enquiry based upon the learners own perceptions and understandings of each concept which should remain fluid and develop as the learners’ progress through the learning cycle (see diagram below for the learning cycle).

The Living Difference IV syllabus is used to guide concept driven learning, encouraging children to begin from their own personal points of view and having opportunities to then hear about other people’s points of view and how other religions would view these ideas. Throughout the cycle, learners will be interrogating the concept to develop their understanding of what it means which should grow and develop as the cycle is followed round.



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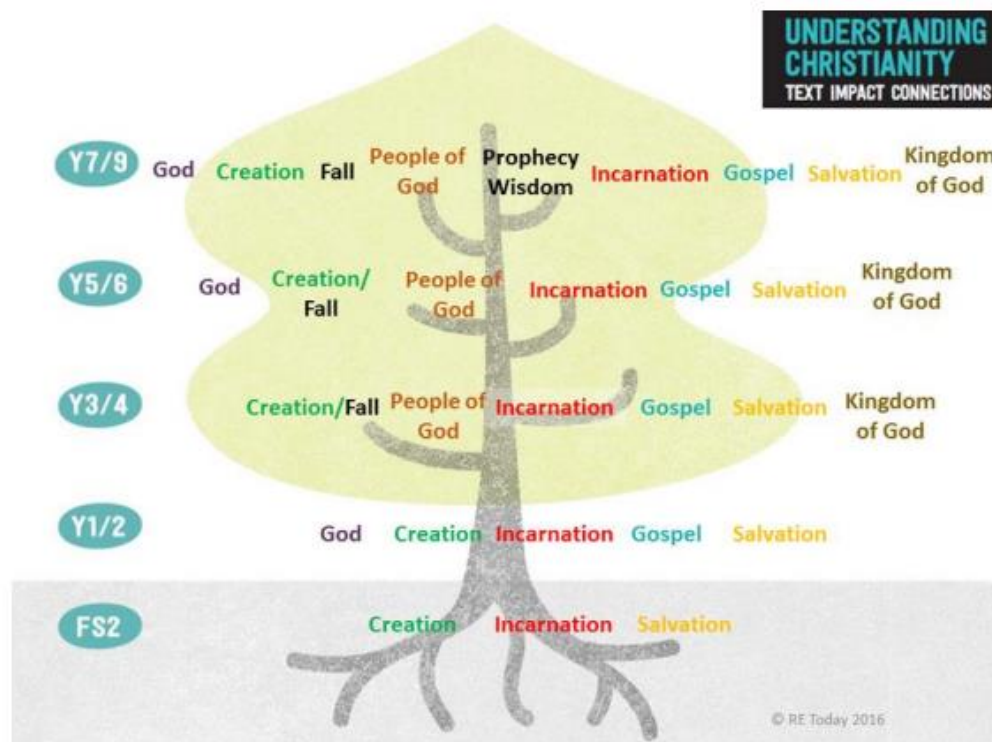
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Golden Threads

Children will explore the concepts and will revisit golden threads throughout the key stages. These golden threads are: *community, belonging, special and love*. They are woven through the RE curriculum so that children experience them repeatedly and develop connections between the concepts that they explore. As well as this, children will experience increasing challenge as they journey through the school. They initially explore concepts that are common within and outside of religions (Concept A), and then as they move into Year 2 and beyond, experience concepts that are common to many religions (Concept B) and, in upper KS2, concepts that are unique to certain religions (Concept C).

Understanding Christianity

This is a substantial resource to support our teaching of Christianity in RE. The key purpose of Understanding Christianity is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. As a church school, we aim to see pupils leave school with a coherent understanding of Christian belief and practice. An outline of Understanding Christianity programme of study is shown below.



Governors' Role

Governors will ensure that the policy is adopted throughout the school. They will meet with the RE champion to discuss implementation and progress in RE.

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