

**Snarestone Church of England
(Aided) Primary School**



Religious Education Policy

Date of Review: August 2024

Date of Next Review: August 2027

Signed Headteacher:

A handwritten signature in black ink, appearing to read "T. Jewitts".



Religious Education Policy

August 2024

Our Vision:

As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life. (Reflecting John 10:10)

Jesus said, 'I have come to give life – life in all its fullness.'

RE has a very high profile within the Snarestone CofE Primary School curriculum and learning activities provide fully for the needs of all learners. Children are inspired by the subject and develop a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views. The spiritual and moral development of our children underpins all aspects of our school life.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

(Department for Children, Schools and Families)

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

(Religious Education the non-statutory national framework)

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to spiritual, moral, social and cultural development.

(Agreed Syllabus)

The basis of RE at Snarestone is Christian, reflecting the principles and practice of the Church of England. Although Christianity is strongly emphasized, it is important for children

to understand and respect other faiths and lifestyles. As they grow and develop, they will make strong links with their own beliefs and values.

Our RE curriculum is based on two documents:

- The Leicestershire RE syllabus
- Understanding Christianity (introduced in 2016).

RE is an important part of our curriculum:

- EXPLICIT RE – that is the exploration of mainly Christian belief, symbols and practices.
- IMPLICIT RE – that is the exploration of feelings, experiences and responses to life which are valued in school.

Legal Requirements

Snarestone Cof E is a Church of England school, therefore Religious Education must be taught in accordance with the Trust Deed and should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education subject leader.

Following the Diocese of Leicestershire's advice about Religious Education, and the Statement of Entitlement 2016, teaching about the Christian faith will take up 60% of RE curriculum time and will use materials that will encourage theological literacy such as "Understanding Christianity" and "The Leicestershire agreed syllabus". For the teaching and learning about other World Faiths the school will follow the locally agreed syllabus. Religious Education will be allocated not less than 5% of the timetable.

Aims

Through topic themes and the daily act of collective worship, we hope to achieve the following aims:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values that develop a more reflective and caring approach to life.

Principles

By the end of primary school, we would hope the children are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.

- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Effective teaching and learning about Religions and World Views

We aim to provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to social, moral, cultural and spiritual development.

We aim through our teaching:

- To provide a course of Religious Education appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school:

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

Entitlement and Equal Opportunities:

The RE curriculum provides effective learning and development opportunities for all our pupils, regardless of gender, race, disability, religion or belief, gender reassignment, sexual orientation and we ensure full entitlement and access.

In the main, Religious Education will be taught as a discrete subject although when appropriate link with other areas of the curriculum. Religious Education at Snarestone is

organised using a whole school two year rolling programme of study – year A and year B. This lays out which units and themes are studied by each year group.

Wherever possible all children will learn from primary source material and will be taken on trips to places of worship, will meet outside speakers representing their own beliefs.

Implementation

- Religious Education will be taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to our local church, St Bartholomew's, will happen throughout the year for festivals and when required by the curriculum.
- A variety of teaching approaches are encouraged:
 - ◇ Teacher presentations, role play and story telling.
 - ◇ Questions and answer sessions, discussions and debates.
 - ◇ Individual and group research.
 - ◇ Photographs, pictures and maps.
 - ◇ IT, film, podcasts, radio, websites, newspapers to research and communicate ideas.
- Mind-friendly strategies will support teaching and learning as appropriate.
- Progression will be guided by the syllabus and schemes of learning used.
- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- Subject Leader will attend half termly network meetings with other schools in the academy.

Special Educational Needs.

We aim to meet the full entitlement of every child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities.

Assessment:

Regular assessment of pupils' understanding and engagement with RE, using RAG methods to evaluate and progress development throughout the school. Excel spreadsheets will calculate the percentage of outcomes met and highlight areas of improvement. Class teacher top complete at the end of each unit and passed to subject leader.

Monitoring and Evaluation:

The RE leader will monitor the subject to make sure the subject is effectively taught and align with school's ethos and educational standards through learning walks, carrying out book studies and using pupil voice to get a complete understanding of good practice. The subject leader will also be responsible for drawing up an action plan for Religious Education. In addition, a termly newsletter will highlight the excellent RE work that is going on around school.

RE Subject Leader: Sam Turner, August 2024