



## SHARNFORD C OF E PRIMARY SCHOOL

# Religious Education (RE) Policy

This policy is carried out within the context and spirit of the school's vision which is:

**'Many hearts make our school nourishing, flourishing and fruitful.'**

Jesus said, "I am the vine and you are the branches. If you stay joined to me, and I to you, you will produce plenty of fruit.

(John 15:5)

Religious Education contributes dynamically to children'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 a human (National Association of Teachers of Religious Education).

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living (Leicestershire Agreed Syllabus for RE 2021-2026).

Religious Education at Sharnford C of E School is informed by IPAT's vision of 'Inspire all to Flourish and Succeed'.

### **Aims and objectives**

#### **1.1 The aims of Religious Education are to**

- Acquire knowledge about, and understand, a range of religions and worldviews so pupils are able to describe, explain and analyse beliefs and practices, identify, investigate and respond to questions posed, and appreciate and appraise the impact of different ways of life and ways of expressing meaning.
- Express ideas and insights about the nature and significance of religions and worldviews.
- Acquire and develop skills needed to engage seriously within religions and worldviews, and investigate key concepts.

Children learn about and from religions and worldviews and have the opportunity to discover, explore and consider different responses to these questions. They will learn to evaluate wisdom from different sources and reflect and express their insights, agreeing and disagreeing respectfully.

Teaching in RE should equip children with knowledge and understanding of a range of religions and worldviews (this is referred to as 'religious literacy'), and enable them to develop confidence in expressing their ideas, values and identities.



## SHARNFORD C OF E PRIMARY SCHOOL

# Religious Education (RE) Policy

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. Within school we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other major world religions including Hinduism, Islam and Judaism, and also Humanism. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

We help the children learn **from** religions as well as **about** religions.

**1.2** The aims of Religious Education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- 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 and respect the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

## **2. The legal position of religious education**

**2.1** Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are younger than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The Religious Education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

Our school RE curriculum is set against the requirements of the Diocesan Board of Education and is made up of 'Understanding Christianity' and the Leicestershire Agreed Syllabus. All work set is monitored to ensure it meets the requirements of this document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in



## SHARNFORD C OF E PRIMARY SCHOOL

# Religious Education (RE) Policy

Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### 3. Teaching and learning style

**3.1** We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions 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. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

**3.2** 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 at religious festivals such as Easter, Diwali and Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

**3.3** Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Their learning in RE is shared in class worship and whole school Collective Worship.

**3.4** 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;
- setting tasks of increasing challenge and setting tasks that are drama/art based;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

### 4 Curriculum planning in religious education

**4.1** We plan our Religious Education curriculum in accordance with Understanding Christianity and The Leicestershire Agreed Syllabus. The content of RE is split between both these resources. The aim behind 'Understanding Christianity' is to enable children to know about and understand Christianity as a world faith, and to develop their knowledge and skills



## SHARNFORD C OF E PRIMARY SCHOOL

# Religious Education (RE) Policy

in making sense of Biblical texts. Children revisit core elements (eg God, Incarnation, Salvation) across EYFS, KS1 and KS2, building up their understanding and perception of how these fit into the Big Story of the Bible. The Leicestershire Agreed Syllabus focuses on major world faiths such as Hinduism, Islam, Judaism. Children are encouraged to see the links between faiths as well as the unique aspects. We ensure that the topics studied in religious education build upon prior learning with opportunities for studying at greater depth. 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 schemes of work offers the children an increasing challenge as they move throughout the school.

**4.2** RE is taught across the school, from Reception to Y6, in regular weekly lessons. This adheres to the national guidance on the time allocation for the subject within the curriculum and enables RE to be taught in a clearly identifiable time, ensuring it is given significance and value in the curriculum.

## 5 Foundation Stage

**5.1** We teach Religious Education to all children in the school, including those in the Reception class.

**5.2** As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the Religious Education aspects of the children's work to the objectives set out in EYFS (Early Years Foundation Stage) which underpin the curriculum planning for children aged three to five.

## 6 Contribution of religious education to the teaching of other subjects

**6.1** Religious Education is cross curricular and can contribute to teaching and learning in other areas. For example: Bible stories, prayers, religious music and art can be used to extend children's appreciation and knowledge of Religious Education in other curriculum areas.

### 6.2 Spiritual, moral, social and cultural development

Through teaching Religious Education in our schools, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society.

Children explore issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives.



## SHARNFORD C OF E PRIMARY SCHOOL

# Religious Education (RE) Policy

### 7 Teaching religious education to children with special educational needs

**7.1** 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.

### 8 Assessment and recording

**8.1** We assess children's work in Religious Education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to objectives for that unit.

### 9 Resources

**9.1** We have sufficient resources in our school to be able to teach all our Religious Education teaching units. We keep resources for Religious Education in a central store where there is a box of equipment for each faith. There is a set of Bibles and a collection of religious artefacts which we use to enrich teaching in Religious Education.

### 10 Monitoring and review

**10.1** The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. S/he is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

**This policy was approved by the Governing Body on: 19/06/2024  
and will be reviewed every three years - 19/06/2027**

**Signed: ..... Mrs J Gatén, Chair of Governors**