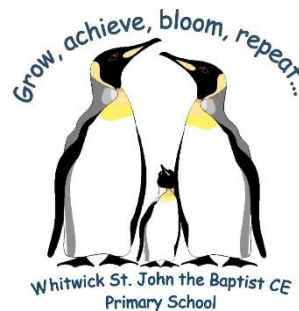


Whitwick St. John the Baptist CE Primary School

Religious Education (RE) Policy



Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'



Agreed by Staff: September 2024

Agreed by Governors: September 2024

Signed (Chair): _____ Date: _____

RE Policy

1.0 Whole School Vision, Ethos & Aims

Our Whole School Vision

Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'

The parable tells us that the good soil represents the word of God. As a school, we provide the good soil, the water, the sun and the space that seeds need in order to grow and bloom.

At Whitwick St John the Baptist our approach to all elements of school life, including RE, are underpinned by our vision.

Our Whole School Curriculum Drivers

Community and Culture	Communication	Confident Individuals	Ambition & Opportunities
Individuals who take pride in their own community and respect and embrace the culture of others.	Individuals who can communicate their thoughts, ideas and feelings in a wide range of different forms.	Individuals who are confident in taking the next-step in their education.	Individuals who embrace opportunities and have ambitions for the future

2.0 Our School's Vision for RE

At Whitwick St John the Baptist, RE encourages and assists all pupils to explore and express their own response to the spiritual and religious approaches to life.

Our pupils are provided with opportunities to understand the beliefs, practices and values that affect people's ways of life, encourages reflective, caring attitudes and helps to develop an awareness of life's spiritual dimension.

Ultimately, we want Children who celebrate diversity and are committed to justice and peace.

3.0 Rationale

Religious Education is an important part of the curriculum at Whitwick St. John the Baptist C.E. Primary School. It offers children opportunities to understand the beliefs, practices and values that affect people's ways of life, encourages reflective, caring attitudes and helps to develop an awareness of life's spiritual dimension. In a Church of England (Voluntary Controlled) School we feel it appropriate to emphasise Christianity as the basis for Religious Education, but recognise the need for children to understand and respect other faiths and life styles, and to develop their own values and beliefs. The school follows the Leicestershire Agreed Syllabus for Religious Education supported by the Diocese of Leicester Syllabus for Religious Education.

We recognise that :-

- The curriculum should be balanced and broadly based and should 'promote the spiritual, moral, mental, and physical development of pupils'
- All pupils in maintained schools should be taught R.E., but Parents have the right to withdraw their children
- The LA Agreed Syllabus reflects the fact that the religious traditions in the country are in the main Christian, and takes into account other principal religions represented in Great Britain.

4.0 Aims

The teaching of RE should allow children to:

- To acquire a basic knowledge and understanding of religious beliefs and practices.
- To help the children develop a positive attitude to life and an increasing awareness of their own worth as an individual.
- To understand and respect how religious beliefs and values affect ways of living.
- To develop an increasingly reflective and caring approach to life.
- To gain an awareness of the spiritual dimension of life.
- To foster religious tolerance in our multi faith society.

5.0 Programme of Study

The Curriculum

We follow the Leicestershire agreed syllabus which now incorporates the Understanding Christianity units. The content from the half-termly syllabus units has been distilled into knowledge-based learning objectives to ensure a rigorous understanding of the different religions studied. The units focus mainly on a single religion each, with each year group studying at least 2 or 3 religions over the year. Religions are revisited every couple of years to consolidate and extend learning. Each year group also studies a thematic unit which provides the opportunity for critical thinking and for links to be made across religions.

Integrity

In RE it is essential that the personal beliefs of the pupil, the teacher and the integrity of the subject itself must be respected.

The attitudes and backgrounds of the pupils must be treated with sensitivity and their right to privacy in matters of personal beliefs and feelings must be safeguarded.

Equally, the teachers' privacy with regard to their personal beliefs must be respected. Their professional role is not to indoctrinate but to educate, by broadening and deepening the pupils' perceptions of the spiritual and religious aspects of life in general, and by fostering a respect for the beliefs of others.

6.0 How RE is taught

Throughout the school the children will be given a wide range of experiences, many of which are ongoing and developmental, appropriate to their levels of development.

These will include:

- knowledge and understanding of Christianity and its impact on our local community, and on our society today.
- knowledge and understanding of religions, beliefs and practice
- identification of differences and similarities between religions
- exploring questions of meaning and consider how the world's religions have responded to them.
- thinking about their own spirituality in the light of the beliefs of others, both religious and non religious, and the values of the school community.
- developing a sense of awe and wonder
- visits to places of worship
- visitors to school

Cross Curricular opportunities

RE is a subject that particularly lends itself to other areas of the curriculum. Planning these cross curricular contacts are seen as a vital part of the teacher's work. English skills, including spelling, grammar and punctuation, as well as application of historical and geographical knowledge should be embedded and integrated into the RE curriculum.

7.0 Assessment

Assessment of the children's work, skills and knowledge will be made using:

- written work
- questions and answers
- whole class and group discussions
- discussion between individual children and the teacher
- observation

8.0 Roles and responsibilities

For full roles and responsibilities of the curriculum, please reference the curriculum policy.

Curriculum Leader

The Curriculum Leader maintains an overview of the curriculum provided by the school for RE and works in partnership with the Head teacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff.

Subject Leader

The RE lead ensures that all the aspects of the agreed syllabus content are covered within the Curriculum and Progression Maps. The maps feed into the wider curriculum medium-term plans written by class teachers. The subject leader will review the Curriculum and Progression Maps and medium-term plans to ensure that children's learning becomes increasingly more challenging and progressive as they move through the year groups. They maintain an overview of standards within their subject.

The subject leader also produces annual action plans for their subjects; supports the writing of medium-term plans of class teacher; analyses the standards within the subject; provides or signposts staff towards training and resources and engages in developmental work/ research projects with external colleagues.

The subject leader monitors and evaluates the standards achieved by children. They evaluate the quality of teaching and learning in their subject through a range of monitoring activities which include: lesson views, learning walks, data analysis, book views and pupil interviews.

The subject leader will take the opportunity to develop their leaderships skills within the subject through a range of opportunities which include external courses, attendance of local school networks and In-service training.

Class Teacher

Class teachers have the final responsibility to produce class specific, medium-term planning for their children. They also have responsibility for the standards their children achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from subject leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

9.0 Parents

We recognise that parents make a significant difference to children's progress and encourage this partnership. We aim to strengthen this link through:

- Providing half termly topic maps that involve parents of the content being taught that half term,
- Provide feedback in the 'End of Year School Report',
- Signpost external opportunities to parents,
- Provide useful links on the website.

10.0 Special Education Needs and Disabilities

The teaching of RE takes into account both the Special Education Needs and Disabilities Policy and Equality Policy. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

11.0 Health and Safety

As with all activities in school, teachers need to ensure that teaching in RE promotes health, safety and the well-being of children in line with the Health & Safety policy.