



Christ Church C.E. Primary School

Religious Education (RE) Policy

This policy is intended to ensure consistency across the school in terms of Religious Education teaching and learning. It is intended to be read in conjunction with the Collective Worship policy and with the Church of England RE Statement of Entitlement (2019) which the school adheres to.

Religious Education should enhance learning through helping children make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Religious Education should enhance learning through helping children understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Religious Education should enhance learning through helping children make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Agreed Procedure

- Religious education has moved from a subject that was perceived as 'providing answers' to one that is fundamentally about 'exploring questions'.
- We follow the Standing Advisory Council for Religious Education (SACRE) locally agreed syllabus for Shropshire which was renewed in Autumn 2021. This syllabus is designed to support schools in developing and delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

- Our scheme of work will ensure that Christianity is included in each key stage and we use the Understanding Christianity resources as recommended by the Church of England.
- In Reception and Key Stage One, Christianity, Judaism and Islam are taught. In Key Stage Two Christianity, Judaism, Islam and the Hindu Dharma are taught. Other faiths will be referred to e.g. at times of celebrations and in relation to other topic themes e.g. in relation to geographical location units or other RE questions from the Agreed Syllabus.
- The minimum recommended teaching time necessary to fulfil the requirements of the agreed syllabus is 36 hours for Reception and Key Stage One and 45 hours for Key Stage Two per year.
- Visits to places of worship and outside visitors are planned for within our long range curriculum map.

Our Christian Values

Our teaching of Religious Education, like all our school life, is rooted in our fundamental Christian values and our Christian vision of 'preparing, sowing, growing'. We have eleven Christian values, which are: compassion, courage, forgiveness, friendship, peace, perseverance, respect, responsibility, thankfulness, trust and truthfulness.

Meeting Legal Demands

RE in Christ Church CE Primary School is taught in accordance with the requirements of the Shropshire Agreed Syllabus, the Church of England RE Statement of Entitlement and Understanding Christianity. RE has a special status as part of the basic curriculum but not the National Curriculum. This means that RE has equal standing in relation to the National Curriculum subjects but it is not subject to statutorily prescribed national attainment targets, programmes of study and assessment arrangements, which would be compulsory for all pupils, without exception.

If a parent asks that a pupil should be wholly or partly excused from attending RE the school continues to be responsible for the supervision of the withdrawn child.

Is this working? By the end of KS2 can children:

- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions?
- describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts?
- give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority?
- make clear connections between what people believe and how they live, individually and in communities?
- using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures?
- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)?
- reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently?
- consider and weigh up how ideas studied in RE relate to their own experiences and develop insights of their own and give justified reasons for the views they have and any connections they make?