

RE Policy and Guidelines



'I came to give life, life in all its fullness' John 10:10

Vision

We aspire for all to:

- **Flourish as unique, respected individuals**
- **Love learning, and aim for excellence**
- **Be confident, free thinkers who manage setbacks and take risks**
- **Be spiritual and embrace Christian values, so that they grow a deep sense of themselves and their responsibilities to the world**

INTENT (Why)

The importance of primary RE

RE is a preparation for life and strongly contributes to the spiritual, moral, social and cultural development of our pupils. The purpose of our RE Scheme of Work is to give pupils from EYFS through to Year 6 a coherent picture of Christian worldviews and a range of other worldviews as appropriate to our Locally Agreed Syllabus. It will take pupils on a journey through a range of concepts driven by three core strands: Beliefs and questions, Community and Identity and Reality and Truth. These strands will create connections between substantive and disciplinary knowledge, and the units will include opportunities for the development of personal knowledge.

We aim for children to:

- develop curiosity in pupils and equip them for future learning and enrich their wider subject knowledge in other areas
- enable them to make sense of the complex world of religious and non-religious worldviews.
- apply skills such as analysis and critical and creative thinking, approaching the study of religion with different disciplines as they mature.
- build knowledge progressively as they move through the school

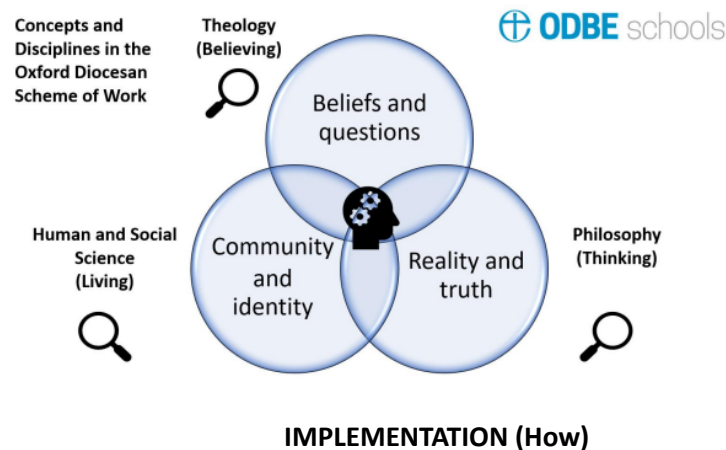
- learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs

Strands

Beliefs and questions: will focus on theology, looking at the core beliefs and diverse interpretations of text, symbols and teachings of the chosen religions and worldviews.

Community and identity: will focus on Human and Social Science and using data and other sources to examine practices and human expressions of religious and non-religious beliefs.

Reality and truth: will focus on philosophy and ethics, looking at how people decide what is true and reliable drawing on the worldviews covered in the other units. It is in these units that pupils will have the opportunity to explore the wider concept of what a worldview is and how people reach these ideas. Schools should consider how these strands will help to express their school's distinctive Christian vision and adapt as required. This is likely to be a change of emphasis rather than a wholesale revision.



We follow the OBDE scheme of work, which uses 'big questions' to promote curiosity whilst building on knowledge and exploring different concepts. Prior learning and future learning are included to ensure that every lesson is clearly part of the overall aim.

Christianity is the main religion taught throughout school, in accordance with national guidance. Judaism is introduced in KS1, and Hinduism and Islam in KS2. Non-religious worldwide views are taught in both KS1 and KS2.

Rich and Broad Learning Experiences

We provide practical, purposeful and authentic experiences for children to develop vocabulary, concepts and skills in the study of RE. All pupils can expect:

- RE to be a high-profile subject and a priority for those who lead their school.
- To be enabled to achieve highly in RE, irrespective of educational need or disadvantage.
- A sequenced curriculum where they will learn about a range of religious and non-religious worldviews and the diversity that exists within those worldviews.
- Teachers who have secure RE subject knowledge and are able to deliver content accurately whilst having the ability to challenge common misconceptions.
- Classrooms which are safe, supportive spaces where pupils can openly explore their own religious, spiritual, and/or philosophical ways of living, believing, thinking, and belonging.
- To be given the opportunity to articulate their personal worldviews and engage in meaningful, respectful dialogue with others.
- RE teaching which promotes religious and cultural understanding within communities and society.
- Opportunities to explore through play-based curriculum (EYFS and KS1) and high quality resources
- An atmosphere where religion and spirituality can be explored, talked about and 'felt' as an important part of being a human
- Access to the local environment and learning beyond the classroom (visits, visitors)
- Opportunities to exhibit and explain their learning

Inclusion:

Teachers will ensure that all pupils, regardless of race, age, ability, gender or religious persuasion will have equality of access to RE. Adaptive teaching, including scaffolding and visuals are planned to meet the needs of all children. Our RE teaching is inclusive but we respect the legal right of parents to withdraw their child from RE lessons. We also respect the right of teachers to withdraw from teaching RE.

- Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can also exercise their right to withdraw from teaching the subject.
- Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation.
- When a request to withdraw is received by a school, the request should be granted without delay.

IMPACT - Effect

Pupils will know more and be able to give an age-appropriate, coherent account of Christianity and the other worldviews covered. They will be able to ask questions, use a range of sources and skills to explore the traditions taught and have developed curiosity about how and why people think and act. They will know that there is more to learn about religious and nonreligious worldviews and have developed the skills to research further. Pupils will understand that there are different ways of interpreting texts, and that different people reach different conclusions about what is true, good, right, and wrong.

Assessment

Each unit of work includes the expectations for pupils' attainment and progress. Each unit has a knowledge organiser for children to use and refer to - the knowledge organisers include the key facts, skills and vocabulary associated with the topic, along with any visuals or timelines that are useful to support children's learning and retention. Retrieval tasks and activities are planned at certain points during the unit to ensure pupils are retaining information and building on their prior learning. Children have their own RE book which includes their reflections and learning. Knowledge and understanding is also captured through discussion, role play, discussion and class displays.

Links:

[Progression of knowledge and skills](#)

[Sequence of learning](#)