

St John's CE Primary

RE Policy



“Use your God-given gifts to serve others” 1 Peter 4:10

Ratified by governors: Summer 2025

Mr D Ricketts (Chair of Governors)

Mrs N Hedges (Head Teacher)

Policy to be reviewed: Summer 2028

All different, all equal, all growing together.

1 **Rationale**

- 1.1 Central to the religious education at St John's is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church, rooted in biblical texts and theological ideas. The curriculum also provides sequenced learning about a range of religions and worldview, fostering respect for others.
- 1.2 As a church school, everything we do is rooted in the core Christian beliefs of love for God and love for neighbour. The Golden Rule, to treat others as we wanted to be treated, forms the basis for everything that happens in school and is at the heart of the R.E. curriculum.
- 1.3 St John's believes that religious education should enable every child to flourish and to live life in all its fullness. (John 10:10) and as such, offers a rich and full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- 1.4 St John's school serves families from other faiths. The religious education received allows all to be true to their underpinning faith, but hold a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. In doing so we have an opportunity to contribute positively to the development of a society where faith helps individuals to understand one another and live well together.

2 **Aims and objectives**

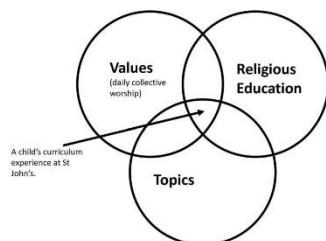
- 2.1 We aim to ensure that our children are given a firm basis of Christian beliefs and values, and that they will receive these values in all aspects of school life and understand Christianity as a diverse global living faith.
- 2.2 We seek for our children to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied. We aim to demonstrate the ways in which Christian values are also shared by the other faiths which are reflected in the members of the school community.
- 2.3 We aim to help children develop an awareness of their own religious, spiritual and philosophical ways. We want our children to engage with challenging questions of meaning and purpose to help them come to personal decisions on their faith and how they live their lives.
- 2.4 We intend for all of our teaching staff and governors to understanding the distinctive role and purpose of RE within St John's and to appoint a governor who will monitor and promote standards in RE effectively.

3 **Entitlement**

- 3.1 We will ensure that the curriculum meets pupil entitlement that Christianity is the majority religion studied in each year group and should be at least 50% of curriculum time and that there us dedicated time committed to the delivery of RE. This should be 1 hour – 1.5 hours a week (not including collective worship time)
- 3.2 We are committed to developing staff expertise and knowledge as our children are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism.
- 3.3 We believe that within the teaching of Religious Education there should be equality of opportunity and access to the curriculum for **all** pupils. We recognise that everyone's personal experiences are valuable and aim to take pupils from their individual starting points.

4 **Implementation**

- 4.1 Our R.E. curriculum has been specifically designed to promote community cohesion through the exploration of shared values. When appropriate, R.E. lessons provide an opportunity to reflect further on the values which have been explored in Collective Worship.
- 4.2 We also recognise the natural cross curricular links between RE and other curriculum areas. All other subject areas are planned into topics which are centred around the school values. This is how we place values at the heart of what we do: topics for every year group lend themselves to the values being taught in collective worship and to the RE unit being taught simultaneously.



For further details on Collective Worship, please refer to the Collective Worship Policy.

- 4.3 Learning activities provide fully for the needs of all pupils. Pupils develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They also have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.
- 4.4 The RE curriculum for foundation and key stages 1 and 2 has been developed using *RE today* (in association with The National Association of Teachers of Religious Education). Parts of the *Understanding Christianity Programme* are also used to enhance learning experiences and additional units have been developed by the RE lead to make the content relevant to the experiences and demographic of our children. Together, these provide progression and high-quality teaching resources, reflecting a knowledge rich RE experience. The material covers the two attainment targets, learning from religion and learning about religion. Training for staff and planning pathways equip teachers with in-depth subject knowledge. The skill of teaching staff helps to inspire and bring RE content to life. Engaging lessons help children to reflect on issues relevant to our school faith context. Alongside our school values and our distinctive character as a church school, this living curriculum offers experiences that surpass simply delivering a scheme of work.

5 **Assessment**

- 5.1 RE is assessed in different ways. Formative assessment involves ongoing teacher judgement about a child's knowledge and ability to question, reflect and reason and engage with issues raised.
- 5.2 Robust summative assessments in line with *RE Today* allow teachers to identify gaps in knowledge and take steps to challenge children. They provide children with the chance to reflect on and demonstrate what they have learned.
- 5.3 As part of the wider experience of belonging to a church school, children should show knowledge about some significant aspect of Anglican church beliefs and practices, including simple liturgy, the church calendar and seasons and the importance of the bible.
- 5.4 Attainment and progress are monitored by the RE Leader, using book scrutiny, pupil discussion and lesson observations. A range of children's work is kept as evidence. We understand that children develop and make progress at different rates.

6. Diversity and Global Christianity

- 6.1 Ofsted (2021) suggests “High-quality RE (or Religion and Worldviews) curriculums do not require excessive content but ... contain collectively enough substantive knowledge to enable pupils to recognise the diverse and changing religious and non-religious traditions of the world.”
- 6.2 The RE Today programme provides teachers with stimuli to explore non-religious world views (for example some humanist world views) and to challenge existing stereotypes of world faiths, for example, that all Christians look a certain way, believe exactly the same things and are the same race or nationality. As part of networking with the Birmingham Diocesan Board of Education, the school adopts recommended materials and updates regarding teaching content which is more reflective of Christianity around the world. It is our responsibility to help children to become well informed, reflective learners with an understanding of the religious and non-religious traditions of the world. This also reflects the school's commitment to tolerance within British Values.

7. Review

- 7.1 This policy was amended by the RE lead following improvements made to the RE curriculum. It was discussed at the curriculum committee and adopted by the Full Governing Body in the Summer Term 2025. The effectiveness of this policy will be reviewed at Curriculum Committee in Summer 2028.