



# Religious Education Policy

Holy Trinity, St John & St James,  
St John the Baptist and St Matthias

PRIMARY  
ADVANTAGE

SCHOOLS ACHIEVING  
MORE TOGETHER

Primary Advantage



## Table of Contents

<b>REVISIONS</b>	<b>3</b>
<b>1. THE PURPOSE OF THE POLICY</b>	<b>4</b>
<b>2. THE AIMS OF THE POLICY</b>	<b>4</b>
<b>3. PLANNING AND ASSESSMENT</b>	<b>5</b>
<b>4. THE ROLE OF THE RE LEADER</b>	<b>6</b>
<b>5. HOME/SCHOOL COMMUNITY LINKS</b>	<b>6</b>
<b>6. EQUAL OPPORTUNITIES</b>	<b>6</b>
<b>7. RACE, CULTURE AND SOCIAL BACKGROUND</b>	<b>6</b>
<b>8. EVALUATION</b>	<b>7</b>
<b>9. WITHDRAWAL</b>	<b>7</b>
<b>APPENDIX 1 – ST JOHN THE BAPTIST</b>	<b>8</b>
We Achieve We Believe	8
The Distinctiveness of the School as a Church School	8
<b>APPENDIX 2 – ST MATTHIAS</b>	<b>10</b>
Our Mission, Values and Beliefs	10
The Distinctiveness of the School as a Church School	10
<b>APPENDIX 3 – ST JOHN AND ST JAMES OUR MISSION, VALUES AND BELIEFS</b>	<b>12</b>
Learn Together, Journey Together, Pray Together	12
<b>APPENDIX 4 – HOLY TRINITY OUR MISSION, VALUES AND BELIEFS</b>	<b>13</b>



## Revisions

Date	Summary of changes

*‘Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together*

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person’.*

*Statement of entitlement February 2019*

## **1. The Purpose of the Policy**

The overarching Christian value of the federation is ‘love’ and each school has interpreted this through its own school vision, which reflects the school’s unique context.

This policy outlines the purpose, nature and management of the teaching and learning of Religious Education. It reflects the view of all RE leaders across the federation church schools and was drawn up as a result of their collaboration. The implementation of the policy is the responsibility of all leaders and teaching staff and will be monitored by the RE leader. Our schools are primary schools with a Christian foundation (Church of England) and as such, our Christian visions and values form the basis of all the teaching in the school and how we treat each other.

We live in a multi-racial, multi-cultural and multi-faith society and will nurture the respect and understanding of world faiths, world views and cultures within the community in which we live. We will enable all pupils to develop knowledge and understanding of major world religions and their impact on society and culture. We intend to follow Christ’s command to love and serve one another so that differences in race, culture and individuals are embraced and all children in the federation are encouraged to live well together.

This policy should be read alongside the federation policies for SMSC (spiritual, moral, social and cultural), teaching and learning, behaviour, equal opportunities and assessment. It is also linked with the teaching of British Values, the Rights Respecting Schools programme (UNICEF) and philosophy for children.

## **2. The Aims of the Policy**

This policy aims to:

Support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world. Love and respect will be developed through an understanding of different world views. RE is taught as an academic subject.

We do this by:-

- Ensuring that pupils flourish through the provision of high-quality RE, reflecting the Church of England Statement of Entitlement (February, 2019).
- Providing learning activities that fully meet the needs of all pupils.
- Helping the pupils to develop a knowledge and understanding of religion and faith by providing a safe place to explore their own religious, spiritual and/or philosophical ways of seeing, living, believing and belonging.
- Furthering pupils’ growth and development through the study of beliefs and values of Christianity and other faiths in line with our distinctively Christian visions.
- Contributing towards pupils’ experience and understanding of Christianity as a living faith through critical engagement with Biblical text.
- Valuing the appropriate links that can be made between home, school and faith communities.

- Providing clear guidance for continuity and progression in the teaching of Religious Education throughout the school ensuring that skills such as enquiry, analysis, interpretation, evaluation and reflection are developed.
- Promoting the Spiritual, Moral, Social and Cultural development of children across a rich and creative curriculum (see SMSC policy).
- Valuing the religious background of all members of the school community so that children can share their own experiences with others freely in a safe and respectful environment.
- Introducing pupils to a range of relevant disciplines: theology, philosophy and the human and social sciences. These are understood to mean the following:
  - **Theology:** This is about **believing**. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
  - **Philosophy:** This is about **thinking**. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.
  - **Human/Social Sciences:** This is about **living**. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

### 3. Planning and Assessment

Our Religious Education is broadly of a Christian nature and teaches aspects of other faiths that are represented in our society. All RE lessons are carefully planned and approached with respect, sensitivity, care and integrity.

We use either the LDBS scheme of work or Discovery RE and teachers will cover the units allocated to their year group, as laid out in the curriculum map for each school.

In addition to Christianity, the following religions have also been selected for study at our schools:

- Islam
- Buddhism
- Hinduism
- Judaism
- Sikhism

RE is a core-subject and should be given 10%, and no less than 5%, of timetabled teaching time. Two thirds of the RE timetable will teach about Christianity with the remaining third dedicated to other world faiths.

There should be a weekly, age – appropriate RE lesson and in addition to this, opportunities can be identified for a themed approach to RE (RE day/focus week). Rehearsals for Nativity plays and acts of collective worship do not count as RE lessons.

The curriculum is challenging and robust, based on an accurate theological framework. Each unit begins with a 'Big Question', which informs all planning and assessment throughout the learning journey.

Learning and assessment takes place through:

- Dialogue and theological enquiry and through critical engagement with religious text.
- Assessment of children's work by making judgements through observation of children in lessons, marking work against the learning intention and using end of unit assessments.
- Careful planning and adaptations to meet the needs of all students and ensure that lessons are inclusive.
- Assessment, which recognises clear progression of skills throughout a unit and across the year and year groups.

- Critical reflection, allowing children to ask questions and suggest answers.
- The opportunity to use and handle artefacts and resources related to World religions.
- Visits to places of worship or visitors speaking about their faith and worship.

#### **4. The Role of the RE Leader**

The Leader is responsible for:

- Writing and updating the Religious Education policy in the light of new initiatives and change and to monitor the development of the subject throughout the school.
- Evaluating progress and attainment of children across the school.
- Guiding and supporting teachers in the planning, delivery and assessment of this subject.
- Monitoring the effectiveness of the planned and delivered curriculum specifically in Religious Education.
- Co-ordinating classroom practices and guidelines across the curriculum and to ensure the development of subject skills.
- Auditing and monitoring resources throughout the school to ensure that there are sufficient, age-appropriate resources for effective teaching and learning.
- Ensuring that staff are continually aware of new developments in this subject and to disseminate any relevant information to other colleagues.
- Ensuring that they are up to date with any changes, attend training in RE allowing them to have the secure subject knowledge which enables them to support teachers by providing them with regular professional development opportunities.

#### **5. Home/School Community Links**

Effective, sustained contact between home, school and the local community is vital to the development of any child. Parents and other adults in the local community can be a valuable source of information and skills that can extend the work of the classroom into the locality.

Our schools have strong links with the local clergy. They regularly come into school to lead our collective worship, or the whole school attends church for collective worship and/or key Christian events throughout the year. The clergy also support teachers' subject knowledge in RE.

Visits to the local places of worship of different faiths are encouraged so that the children can develop greater understanding of other faiths and cultures. Speakers and visitors are also welcomed into our school as a further source of information as appropriate to the development of the Religious Education curriculum, and collective worship theme.

#### **6. Equal Opportunities**

Every child is entitled:

- To a curriculum that reflects and values the life and history of all pupils, especially those represented in the local community.
- Not to feel excluded from R.E. because of gender, culture, religion or class.
- To participate in active exploratory work, with an increasing degree of planning and self-control.
- To be able to demonstrate what they can do in as wide a range of activities as possible.
- To have equal access to the R.E curriculum through appropriate differentiation and adaptation.

#### **7. Race, culture and social background**

- Teachers recognise that children come to school with many different early experiences and will plan and approach R.E. activities with this in mind.
- Teachers should always value the child's experience, which stem from their home backgrounds and cultures.
- Teachers should be mindful of the sensitivities noted in the LDBS lesson plans.

- Teachers should consider cultural and religious issues when planning Religious Education experiences, e.g. tasting foods.
- Teachers should present positive images of children from different cultures in the resources they use.

## **8. Evaluation**

The RE curriculum will be evaluated through monitoring by the RE lead of lessons and pupils books, feedback from teachers and pupils, network meetings of the RE leaders across the federation and with the LDBS through advisor visits and attendance at relevant network and training sessions.

## **9. Withdrawal**

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. Any such request should be made to the Head Teacher. The class teacher, in consultation with the Head Teacher, will make arrangements for a child to be withdrawn during Religious Education lessons.

This policy will be reviewed every 3 years.



## Appendix 1 – St John the Baptist

### Our Mission, Values and Beliefs

#### We Achieve We Believe

St John the Baptist provides a safe and happy learning environment where children and adults are valued, nurtured and empowered. We believe a good education is the foundation on which our children's futures are built and equips them for their life ahead. We aim to develop the whole child through a diverse and culture rich curriculum.

We are committed to providing an excellent education through helping children to **achieve**, by developing enquiring minds, instilling the motivation to learn and the ability to work both independently and collaboratively. Our approach is underpinned by our strong Christian ethos.

We aim to help children learn to love and forgive each other and aspire to be the best they can be, rejoicing in their own success and the success of others. We also aim to establish a clear understanding of rights and responsibilities for all by embedding the United Nations Convention on the Rights of the Child. We **believe** everyone in the school community is responsible for instilling Christian values that will help our children become confident and responsible members of society.

#### The distinctiveness of the school as a Church School

At St John the Baptist, we respect each other: We '***Love our neighbour as ourselves***'. To help us achieve this, we have five ***St John the Baptist Beliefs*** which are grounded in key Bible verses. They are expressed using five key words. **Celebration:** we welcome, celebrate and care for each other to make our school a safe and happy place. **Cooperation:** we co-operate, help and listen to each other so we can learn from each other and settle disputes peacefully. **Determination:** We work hard and try our best so we can be proud of ourselves and our work. **Honesty:** We are honest and tell the truth so we can trust each other. **Respect:** we look after the school and our belongings so we have a pleasant place to work. Our Beliefs enable us to work together to share a common purpose. We see them as a positive way to learn how to become the best we can be. They are often referred to throughout the day by adults and children.



### **Determination (Wisdom, Endurance, Justice, Hope)**

Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.' Joshua 1:9

'Christ gives me the strength to face anything.' Philippians 4:13

'Then Jesus told his disciples a parable to show them that they should always pray and not give up. <sup>2</sup>He said: 'In a certain town there was a judge who neither feared God nor cared what people thought. <sup>3</sup>And there was a widow in that town who kept coming to him with the plea, "Grant me justice against my adversary."' Luke 18:1-3



### **Honesty (Humility, Trust, Forgiveness, Friendship, Justice)**

'Then you will know the truth, and the truth will set you free.' John 8:32 'Do not tell lies about others.' Exodus 20:16

'Giving an honest answer is a sign of true friendship.' Proverbs 24:26



### **Co-operation (Service, Compassion, Trust, Peace, Friendship, Justice, Creation, Koinonia)**

'How good and pleasant it is when God's people live together in unity!' Psalm 133:1

'But it should not be that way among you. If one of you wants to become great, then he must serve you like a servant. <sup>44</sup>If one of you wants to become the most important, then he must serve all of you like a slave. <sup>45</sup>In the same way, the Son of Man did not come to be served. He came to serve. The Son of Man came to give his life to save many people.'" Mark 10:43-45

'The body of Christ has many different parts, just as any other body does.'

'God put our bodies together in such a way that even the parts that seem the least important are valuable. <sup>25</sup>He did this to make all parts of the body work together smoothly, with each part caring about the others. <sup>26</sup>If one part of our body hurts, we hurt all over. If one part of our body is honoured, the whole body will be happy.' 1 Corinthians 12:12 & 24-26



### **Celebration (Thankfulness, Friendship, Hope, Creation, Koinonia)**

'Rejoice with those who rejoice' Romans 12:15

'Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.' Philippians 4:8

'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.' Ephesians 2:10



### **Respect (Reverence, Wisdom, Service, trust, Peace, Friendship, Koinonia)**

'Be friendly with everyone. Don't be proud and feel that you are smarter than others. Make friends with ordinary people.' Romans 12:16

'Jesus replied: "'Love the Lord your God with all your heart and with all your soul and with all your mind.'" <sup>38</sup>This is the first and greatest commandment. <sup>39</sup>And the second is like it: "Love your neighbour as yourself.'" Matthew 22:37-39

'Respect everyone and show special love for God's people.' 1 Peter 2:17





## Appendix 2 – St Matthias

### Our Mission, Values and Beliefs

St Matthias provides a safe and happy environment for all our children and staff to learn, develop and excel in their academic and social education. We believe that our children have to be supported to achieve and prepare for their lives ahead. Working together with their families, we will instill the values and care needed to ensure they become responsible, confident and capable members of society.

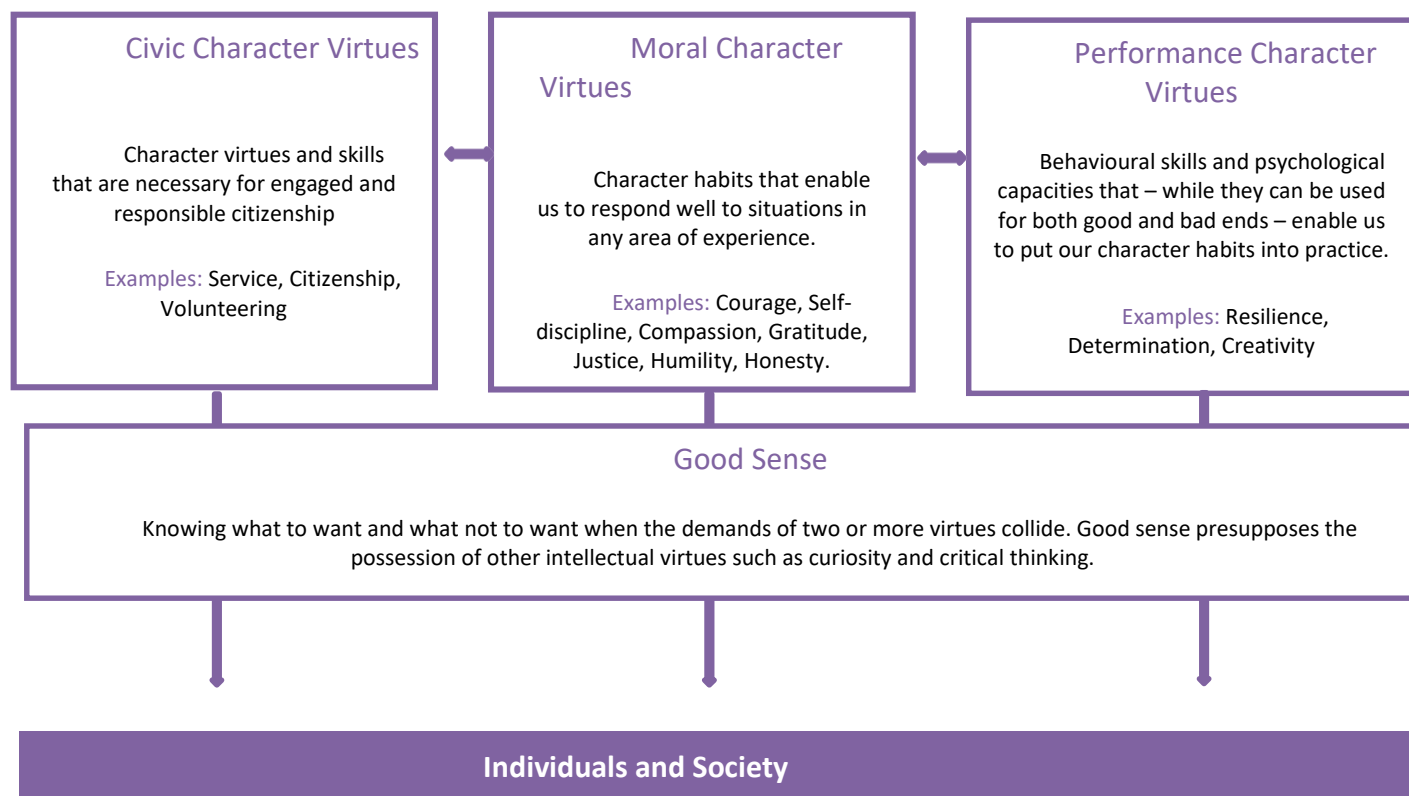
Our Christian ethos is underpinned by the principal of ‘Love Thy Neighbour’ and children encouraged to love themselves and others to ensure respect for all and the right knowledge.

We believe it is imperative that all children have the necessary skills and attitudes to equip them for an unknown but prosperous future that allows them to make positive choices about their own lives. We offer a consistent approach to learning to ensure they have the skills necessary to apply a variety of situations.

### The distinctiveness of the school as a Church School

Our school values the importance of bring a Church school with morals and values the support and promote the children’s learning both academically, socially and emotionally. We have Christian values system which promotes the values of service, love, justice and endurance. We seek to serve and engage with the local and global community and have ever growing links with the Church and the wider community. We strive to ensure that we provide a caring, inclusive and thoughtful school that serves the local community and supports our children equally. We seek to enable our children to have a value system based on love and respect for all. We work closely with Father David at St Matthias Church to ensure that we work together and support the children and families in the community.

Fruits of the Spirit: Character Education (October 2015)



The Centre for Real-World Learning at the University of Winchester, in Figure 2, suggests that character can be viewed in terms of a set of attributes which are good for society (prosocial) and another set – very close to the category of performance character – which are important for learning (epistemic).

The Secretary of State has made character education one of the five priorities for the Department of Education, while her shadow in the last parliament Tristram Hunt has also emphasised the importance of character in a “rounded education”. When reported in the media, this emphasis is interpreted mostly in terms of the performance virtues of grit and resilience. However, the Department for Education’s

Character Education Grant specifically invited different approaches to character education, and the Church of England is pleased to have been invited to run a project exploring how teachers can be equipped with confidence to explore character development in the classroom.

We see the current discussions on character education as raising two key questions. First, what character attributes

should be taught, if any, and why? And second, can or should character be directly taught, or should it be implicit in the way other subjects are taught? We hope to contribute to the discussion of both these questions.

*Figure 2: Centre for Real-World Learning: Desired Outcomes of Learning*

Prosocial:	<ul style="list-style-type: none"> <li>· Kind (not callous)</li> <li>● Generous (not greedy)</li> <li>● Forgiving (not vindictive)</li> <li>● Tolerant (not bigoted)</li> <li>● Trustworthy (not deceitful)</li> <li>● Morally brave (not apathetic)</li> <li>● Convivial (not egotistical)</li> <li>● Ecological (not rapacious)</li> </ul>	Epistemic:	<ul style="list-style-type: none"> <li>· Inquisitive (not passive)</li> <li>● Resilient (not easily defeated)</li> <li>● Imaginative (not literal)</li> <li>● Craftsmanlike (not slapdash)</li> <li>● Sceptical (not credulous)</li> <li>● Collaborative (not selfish)</li> <li>● Thoughtful (not impulsive)</li> <li>● Practical (not rapacious)</li> </ul>
------------	--	------------	--

## Appendix 3 – St John and St James Our Mission, Values and Beliefs

### Learn together, journey together, pray together



Our school's vision is deeply rooted in the Bible, and in Jesus' teaching. We have embedded one of Jesus' greatest commandments into our school ethos, 'Love your neighbour as yourself.' By treating others how we wish to be treated, we promote a school culture ingrained in mutual respect, understanding and compassion for those around us.

**We learn together** by creating a safe and secure environment, in which every child is accepted and valued for their individuality, and is motivated to learn. We use a co-operative approach, which encourages children to support each other with their learning and to do the very best they can, with no learner left behind.

We celebrate our diverse community, and **we journey together** towards educational excellence, personal and spiritual fulfilment, underpinned by good physical health and mental well-being.

**We pray together**, and prepare our children for their future, by creating a strong set of values, which will enable them to reflect and make positive choices with confidence and strength. We teach our children the importance of community, both local and global, as we reflect on the impact our choices have and the importance of sustainability and growth.

All members of the school community respect and support the Christian vision of the school, which enables us to grow as a community, to show compassion to others, and to stand up for justice.



## Appendix 4 – Holy Trinity Our Mission, Values and Beliefs

**Every Learner: Empowered. Inspired. Prepared.**

To inspire a future and a world, learners at Holy Trinity are empowered and prepared through the key values of faith, compassion, endurance and respect. Our learning environments seek to foster these values; that they might be a light to shine before others; inspiring a community of learners and give glory to God.

We aspire to be a confident community who can nurture individuals' gifts with respect and compassion. Where learning is delivered in a way that brings opportunity, growth, hope, new technologies and creativity whilst holding to the wisdom that endures.

“You are the light of the world. A city on a hill cannot be hid. No one after lighting a lamp puts it under a basket, but on the lamp stand, and it gives light to all. In the same way, let your light shine before others, so that they may see you good works and give glory your father in heaven.

Matthew 5:14-16\*

\* A condensed version of this “Let Your Light Shine”.

<b>Policy written:</b>	May 2011
<b>Revised:</b>	January 2020
<b>Amended/Updated:</b>	January 2023
<b>Adopted by CGB:</b>	January 2023
<b>Review date:</b>	January 2026

The Central Governing Board have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

