

RE Policy



Deepcar
St. John's C.E.
Junior School

Revised September 2023

Our Vision

- 'To create a welcoming Christian community of mutual love and care, where all are valued for who they are, where everyone is inspired to reach their full potential.'
- RE and Collective Worship naturally complement and enrich one another, but are managed separately in school.

Our curriculum is driven through a strong enquiry based approach with opportunities built in for children to engage with the subject and see things in a new light. Our RE lessons provide opportunities for participation that include Visual, Auditory and Kinaesthetic experiences and explore life's big questions.

Introductory Statement

Through Religious Education children have the opportunity to explore their own experiences, themselves, the world around them and their relationships with others. Children also have the opportunity to gain knowledge of Christianity as a world faith which has had profound influence upon their environment and culture. They also have the opportunity to develop their knowledge and understanding of other world faiths.

Our R.E Syllabus uses the 'Understanding Christianity programme and enquiry based themes (in line with the Diocese of Sheffield - see the Diocese of Sheffield Guidance). Key staff have been trained to deliver the programme of learning to staff in school.

Aims

Our aims of Religious Education are:

- 1) To promote the spiritual, moral and cultural development of pupils.
- 2) To encourage a reflective attitude to life and an awareness of and ability to respond to mystery, awe and wonder using an enquiry based planning model.
- 3) To foster an enquiring and responsible approach to life.
- 4) To foster a personal, intellectual and moral integrity.
- 5) To develop a respectful and responsible attitude towards the world in which we live.
- 6) To develop pupils' spiritual awareness and to encourage them to explore and think about life itself.
- 7) To develop pupils' knowledge and understanding of the key ideas, beliefs, symbols and practices in Christianity and other world faiths.
- 8) To introduce the literature and key people of religion.
- 9) To help children to understand what it means to hold a religious view of life.
- 10) To promote a tolerance and sensitivity towards those with religious beliefs different from one's own and to be open to learning from others.
- 11) To be able to articulate feelings and beliefs.

Teaching:

Religious Education lies at the heart of our curriculum and plays an important role in reflecting and conveying our distinctive Christian character. Children are encouraged to explore their own beliefs, to develop their sense of identity and belonging, and to develop respect for and sensitivity to others.

It is essential that the RE curriculum maintains a balanced approach of Learning about Religion and Learning from Religion. We aim to have a balance in all our units of work with Learning from religion often coming from the questions the teachers ask enabling children to think more deeply about what they have learned.

Lower Key Stage 2

Through the Understanding Christianity scheme we explore the following main questions with children:

- What do Christians learn from the Creation story?
- What kind of world did Jesus want?
- Why do Christians call the day Jesus died Good Friday?
- What is it like to follow God?
- What is the Trinity?
- When Jesus left, what was the impact of Pentecost?

Upper Key Stage 2

Through the Understanding Christianity scheme we explore the following main questions with children:

- What does it mean if God is holy and loving?
- Creation and Science - conflicting or complimentary?
- What did Jesus do to save human beings?
- How can following God bring freedom and justice?
- What would Jesus do?
- Was Jesus the Messiah?
- What kind of king is Jesus?
- What difference does the resurrection make for Christians?

Spiritual, Moral, Social and Cultural Development

Spiritual development within RE enriches and encourages the pupils' discovery of God the creator, of their inmost being and of the wonder of the environment.

Moral development is based on the teachings of Jesus, which offer a secure foundation stone on which to make decisions and build their lives.

Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

The Whole School Curriculum Overview provides specific details of the individual units and the terms in which they are taught.

Marking:

Marking follows the whole school marking and Feedback Policy.

Learning Walls:

All classes have a quiet/prayer area. Displays are made after each unit of work.

Resources:

Resources are kept in our RE store cupboard located outside the staff room. There are class sets of Bibles, teaching resources, ICT based resources and topic boxes containing artefacts.

Assessment:

Children's skills are assessed using the Key Skills Checklists. Records are kept and passed up each year to ensure that units build on pupil's prior skills and knowledge.

Special Educational Needs

Learning objectives, materials, resources and organisation enable all children to participate fully in RE taking into account their specific needs.

Equal Opportunities

All children will be encouraged to take an active and equal part in all aspects of Religious Education. Through effective planning, children will be provided with the opportunity to develop their knowledge and understanding of RE in contexts appropriate to their needs and experiences.

Role of the RE Subject Leader

- a) To keep up to date as far as possible and pass information on to other members of staff.
- b) To coordinate this subject, where necessary, to ensure coverage and progression throughout school.
- c) To monitor planning for coverage, progression and differentiation by examining plans and giving feedback to staff as necessary.
- d) To monitor coverage, progression and differentiation by examining children's work, giving feedback to staff as necessary.
- e) To note and act upon any development needs identified through the monitoring process.
- f) To take a leading role in meeting concerned with R.E.
- g) To oversee resources and coordinate new purchasing.
- h) To update policy documents when necessary.

Withdrawal from RE

We understand the right of parents to withdraw their children from Religious Education. Concerns of the parents will be explored with them by the headteacher as it may be that only parts of the curriculum are objected to. We will work with the parents to come to a satisfactory conclusion.