



R.E. Policy

**"All of us together are Christ's body, each of us is a part of it."
1 Corinthians 12.27**

Intent

Religious Education is an integral part of the curriculum offered at St Paul's CofE Junior School, underpinned by our core value: we embrace difference and diversity. RE plays an important role in expressing the Christian vision of our school, recognising that we are one body made up of many faiths, beliefs and worldviews. RE plays a vital part in the social, moral, spiritual and cultural development of our pupils, preparing them for their responsibilities and experiences of life in modern Britain. On their journey through St Paul's, we aim to equip pupils with an understanding of the beliefs and traditions of the main worldviews.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents.

The school, in accordance with the 1996 Education Act, provides religious education for all pupils registered at the school. Unlike subjects of the National Curriculum, religious education is taught in accordance with the Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023, approved by Wokingham Borough Council. The agreed syllabus should '*reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain*' (Education Act, 1996). It has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects. The statutory section 48 (SIAMS) inspection will evaluate the way that RE contributes to the Christian character of the school and the teaching of RE will reflect this requirement.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

The Pan – Berkshire agreed syllabus for RE states that: '*The purpose of RE is to promote religious literacy. Religious literacy requires pupils to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. In addition to learning about religions and worldviews, Religious Education offers students the chance to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being able to be discerning about the many attitudes and opinions they will encounter.*'

RE should promote the '*spiritual, moral, social, cultural, mental and physical development of pupils*'.

Learn ABOUT religion by

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain;
- developing an understanding of the influence of beliefs, values and traditions, on individuals, communities, societies and cultures;
- developing an understanding of what motivates believers and how this can be reflected in actions/practice.

Learn FROM religion by

- developing a positive attitude towards other people, respecting other's rights to hold beliefs different from their own and exercising tolerance, understanding and respect as a member of a multi-faith and multi-cultural society;

- developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain;
- enhancing their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study.

Planning and Delivery

Pupils will be led in an enquiry-based curriculum following the Jigsaw RE scheme of work. Each year they will study Christianity and one other religion. Over the course of a year, they will explore a new enquiry question each half term, three focusing on Christianity and three on another religious worldview. By the end of Key Stage 2, pupils will have studied Christianity, Sanatana Dharma, Judaism, Sikhi, and Islam. Pupils will also be exposed to non-religious worldviews throughout their time at St. Paul's, with a focused unit of study on Humanism each year. Themes of Believing, Behaving and Belonging are integrated throughout RE planning.

Through the units of study:

- All Christianity aspects of the Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023 will be covered;
- Most of the Santana Dharma (Hinduism), Judaism, Sikhi and Islam aspects of the Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023 will be covered.

In Years 3 and 4 pupils should:

- Explain the significance of religious leaders and sacred texts;
- Describe a range of ways that believers express their core beliefs and make links between belief and expression;
- Identify how core beliefs can guide lifestyle choices;
- Recognise how religious identity can be shaped by family, community and practice.

In Years 5 and 6 pupils should:

- Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice;
- Explain and demonstrate how and why believers show courage and commitment;
- Explain how beliefs, practices and community can support or determine responses to matters of life and death;
- Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.

Curriculum and Time Allocation

The RE curriculum is delivered through weekly lessons, a unit on Humanism during Big Swap Week and thematic RE afternoons throughout the year. This equates to approximately 45 hours per year dedicated time to the teaching of RE. The time dedicated to RE is separate from the time given to Collective Worship.

Teaching, Learning and Achievement

RE is taught using an enquiry-based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

In line with our Special Educational Needs and Disability Policy, Religious Education meets the diverse needs present in the school, 'taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.' A variety of teaching and learning resources, styles and techniques will be used to enable all children to make progress in RE regardless of their starting points, ability or background.

These will include some or all of the following activities:

- Using floor books to record children's verbal responses;
- encountering religion/worldview through visitors and visits to places of worship;
- expressing and communicating their own and others' insights through art and design, music, dance, drama, and ICT.

Assessing learning

Pupils will engage in a variety of activities which will enable teachers to assess what they have learnt. Pupils will be assessed against 3 age-related expectation descriptors for each enquiry-based unit of work. The 3 aspects of learning that are assessed are: personal development; substantive/subject knowledge and disciplinary knowledge. For each of the 3 aspects a child will receive a grading of either working towards, working at or working beyond age related expectation which will inform a summative assessment of their progress.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

Withdrawal from Religious Education

Pupils may be withdrawn from RE or part of RE by a parent or guardian, in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their child/children must provide written notification to the head teacher to this effect. It is requested that parents provide their children with suitable work to complete whilst they are out of lessons. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

HISTORY

Date	Reference	Amendments
13/12/12	Version 1	Policy reviewed. The only amendments were formatting changes. This policy will require reviewing Autumn 2013 in light of the introduction of the new Locally Agreed Syllabus.
23/02/16	Version 2	Amendments made to reflect the Pan-Berkshire Agreed Syllabus for Religious Education 2012-2017.
31/01/18	Version 3	Pan-Berkshire Religious Education Agreed Syllabus is in the process of being reviewed with a possible 'launch in July.
28/09/21	Version 4	Added assessment Edited aims Edited planning and delivery Date of Pan-Berkshire reference to 2018-2023.
11/05/22	Version 5	Edited Teaching learning and achievement
20/09/23	Version 6	Additional sentences in withdrawal from Religious Education Added resources Added monitoring and evaluation Edited assessing learning Edited teaching, learning and achievement Edited time allocation Planning and delivery section now refers to jigsaw RE Added introductory paragraph Edited purpose and aims of RE
Sept 24	Version 7	Amendments to curriculum and time allocation paragraph