



# Religious Education Policy

*Through living our Christian values, everyone at WCEJS has the opportunity to flourish.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

**Building Solid Foundations (Mathew 7: 24-27)**

## Intent

Our aim is that all pupils will flourish, being ambitious and developing the skills and dispositions for lifelong learning. In Religious Education we want to do this in a way that is enjoyable and accessible to all children. Children are encouraged to be curious about themselves, others, the world and beyond, developing positive attitudes to learning about their own and other religions. We aim to contribute to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of people. Children will strengthen their sense of identity and develop their respect for each other and the environment by exploring a variety of religions and world beliefs. Children will develop their thinking skills and be encouraged to debate aspects of their understanding in a secure and supportive environment. They will build solid foundations, developing a strong sense of well-being, self-worth and spirituality.

## Objectives

- Create a supportive environment with a shared understanding of the individual's right to their own belief system.
- Encourage everyone to develop a positive attitude towards other people, respecting their rights to hold different beliefs from their own and towards living in a society of diverse religions or world views.
- Acquire and develop knowledge and understanding of Christianity and the other religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Enhance the children's own spiritual, moral, cultural and social developments by developing awareness of how religion and belief systems relates to them, the community and beyond.

## Implementation

### Curriculum Organisation

- RE is taught as a discrete lesson each week; teachers have the flexibility to plan when they teach RE in order that each unit is completed by the end of the year
- The school follows the agreed Buckinghamshire and Oxfordshire scheme of work
- In Key Stage 2 children study Christianity, other religions and world views.
- The curriculum planning in RE is carried out in two phases (medium-term and short-term). Medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure appropriate balance and equity. Short term plans should list the specific learning objectives for each lesson, content and differentiated activities.
- Planning is based upon the prior learning of the children ensuring opportunities for children of all abilities to develop their knowledge, belief and respect for each other. There is planned progression built into the scheme of work, so that the children are increasingly developing their understanding as they move up through the school.
- RE provides opportunities for promoting pupils' spiritual, moral, social, emotional and cultural development and therefore impacts right across the curriculum.
- Educational Visits and Visitors are an important part of our learning. All experiences will be planned in accordance with the Educational Visits Policy, and will provide opportunities for children to deepen their knowledge and understanding.
- 'SMSC' and 'Promoting fundamental British values' are integral parts of the teaching of Religious Education and will be planned for as well as time being given to explore questions and issues as they arise.
- We encourage the children to develop their curiosity and compassion, exploring thoughts and feelings in a respectful way within a safe environment.

### Pedagogy

- A variety of teaching and learning styles are used in RE lessons.
- Our principal aim is to build solid foundations and develop the children's knowledge, skills and understanding.
- Teachers draw attention to good examples of individuals as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.
- Within lessons, we give the children the opportunity to work collaboratively with each other and they have the opportunity to use a wide range of resources.
- In all classes, there are children of differing religious faiths and of no faith; everyone learns to respect each other's beliefs and cultures.
- We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
  - differentiating tasks so that all children are engaged and challenged.

Respect

Responsibility

Reflection

Resilience

## Wendover CE Junior School

- we believe in promoting a 'growth mind-set' approach where pupils take responsibility for their learning

### Teaching & Assessment

- By the end of Key Stage 2 pupils should have had opportunities to enhance their own spiritual and moral development by:
  - discussing matters of personal concern arising from their personal beliefs and commitments
  - showing care and consideration in listening to and talking about the beliefs of others
  - exploring questions of the meaning and mystery of life
  - developing and understanding of what it means to belong to a community
  - discussing the differences between right and wrong and the nature of individual responsibility
  - discussing feelings and emotions
  - exploring times of stillness in order to reflect quietly on what has been studied and experienced
  - developing ideas fundamental to our vision and values
- Teachers assess children's work in RE by making assessments as they observe them working during lessons. Winks are used at the start and end of units of study for staff and children to assess their learning. These records enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The RE subject leader will carry out monitoring activities in line with school policy.

### Impact

The RE subject leader will carry out monitoring activities in line with school policy and is responsible for ensuring that teachers are using relevant schemes of work and are updated about current developments within RE. Following an annual review of progress, the governors are informed about standards in and changes to RE within the school (annual report to Curriculum Committee). Teachers are expected to ensure lessons are planned using the agreed scheme and that WINKS are being used to assess. Best practice is shared with teaching teams through PPA meetings and staff training. Link Governors will support the RE Leader by making termly visits to discuss the state of RE teaching in the school.

### The right to withdraw children

We respect the right of parents to withdraw their child from part or all of RE lessons. Once the request has been received, we will withdraw the child immediately and will not expect parents to justify their request or to enter into discussion with the school. Children will be set similar work that does not have a religious context and will be expected to record their thinking (just as they would in any other lesson). Withdrawn children will be supervised in an appropriate area whilst their class has their RE lesson.

### Training & Development

- INSET needs are identified annually through the use of surveys and monitoring evidence.
- Opportunities for staff training will be made available if an aspect of teaching is identified as a focus.

**Date of next review: as required.**