

St Matthew's Bloxam C of E Primary School



Religious Education Policy 2025

Let Your Light Shine

"In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven"

Matthew Chapter 5 Verse 16

We aim for forgiveness and reconciliation in safe surroundings. We seek experiences to spark confidence to nurture and show delight. We want to illuminate hopes, dreams and aspirations and to build humanity through relationships inspired by the glow of others. We value everyone through thoughts and actions.

THE LEGAL REQUIREMENTS

Religious education is a statutory subject for all pupils as it is a necessary part of a broad and balanced curriculum. In the UK, parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education (section 71 of the School Standards Framework Act 1998). At St Matthew's Bloxam we consider it good practice to talk to parents to ensure that they fully understand the aims and principles of RE to inform their decision, however as a C of E school with a strong Christian foundation we necessitate that those families who have chosen to send their children to our school uphold, and are respectful of our Christian ethos which is explored directly during curriculum RE time.

By law each Local Authority is required to have a Locally Agreed Religious Education Syllabus with the establishment of a Statutory Advisory Council for Religious Education (SACRE).

Currently Coventry and Warwickshire SACREs have worked together in creating an RE curriculum that will promote 'exploring through academic disciplines the complex picture of religion and non-religion in the 21st century' as well as involving 'every pupil in considering at regular intervals their own personal worldview' (Syllabus 2024-2029).

RE is multi-faith. The curriculum drawn up by SACRE 'shall 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 principle religions represented in Great Britain.'

OUR PHILOSOPHY

At St Matthew's Bloxam, we believe that RE is of fundamental importance in helping children to learn about: the foundations of our Christian ethos that underpin all aspects of our church school life and of Christian values that are woven through all aspects of our curriculum. We strongly feel that our RE curriculum enables our children to gain a deep awareness of their own and others' unique identities as they explore life's big mysteries and the answers to 'big questions' that are presented through Christianity and a wide variety of world views and belief systems.

At St Matthew's Bloxam, we believe that RE is intrinsic in helping children to understand what is of real value in the world today. Through RE, children can become literate and articulate about religion and beliefs in order to become caring members of society. The subject encourages children to demonstrate curiosity about faith and recognise how it impacts upon the lives of individuals, society and culture. Through RE, children reflect on their own beliefs and values in the light of their learning, in doing so their respect for themselves and others develops and they feel drawn to imagine and contribute towards a better world for all.

RE AND BRITISH VALUES:

Since 2014, it has been identified that RE plays a fundamental part in promoting British Values. Learning in RE will help our children to recognise that worldviews are committed to morality, social justice, a deepening of personal development and stewardship of the world. The children will explore British Values in relation to religions and worldview, through studies of and visits to places of worship and meeting people from a diverse range of religious and belief societies. In doing so it is our aim that they will become better informed and empathic, which will in turn promote cohesion and integration in society.

Aims (SACRE)

The curriculum aims of RE education are to ensure that all children:

- To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- To have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.

AIMS – UNDERSTANDING CHRISTIANITY

- 1) To enable pupils to know about and understand Christianity as a living world faith, by exploring key theological concepts;
- 2) To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians;
- 3) To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human existence.

OBJECTIVES

The objectives of teaching RE in our school are to enable children to:

- Know and understand how spirituality and moral dimensions are woven into and developed through life experiences;
- Know and understand the range of beliefs, teachings, practices and values of the Christian faith;
- Know and understand how beliefs, teachings, practices and values of the Christian faith are comparable to and relate to those of other world faiths and views (including non-religious);
- Engage in first hand learning experiences that help them to understand what it means to have a worldview;
- Communicate in a range of ways their understanding of truth, belief, faith and ethics;
- Engage in creative approaches and practical work that enhance their understanding through the arts (music, dance, drama, art etc.);
- Demonstrate respect and empathy towards others and their points of view.

CURRICULUM AND SCHOOL ORGANISATION

The Early Years Foundation Stage

RE is taught as part of in the Early Years Foundation Stage but also contributes to a child's personal and social development and understanding of the world. RE is planned as an integral part of the themes covered during the year and developing an understanding of RE is linked to the objectives set out in the Early Learning Goals (ELGs) which underpin curriculum planning for children aged three to five. Units from both SACRE and Understanding Christianity are taught discretely and opportunities are sought to use RE to reinforce learning in Literacy, Art, Music, and Dance and the children's understanding of different faiths and cultures, increase a child's knowledge and understanding of the world.

Years 1-6

Understanding Christianity and The Coventry and Warwickshire Agreed SACRE syllabus are taught throughout EYFS, Key Stage 1 and 2. RE is a legal entitlement and all pupils at St Matthew's Bloxam engage with the minimum of a weekly one hour RE lesson. RE is taught as a discrete subject but teachers are encouraged to plan with flexibility, seeking specific opportunities to make links to other subjects, including the arts, where it is felt that RE learning may be further enhanced. In addition to this we dedicate two big writes a year to the Christmas story and the Easter story.

PLANNING AND DELIVERY

Units from Understanding Christianity (UC) and the Warwickshire Agreed Syllabus form the basis of our planning at St Matthew's Bloxam so that pupils will acquire knowledge and understanding of people with a range of worldviews, with a focus on the six principal world religions: Christians, Muslims, Jewish people, Sikhs and Buddhists and Hindus, as well as Humanists and people of no faith.

Class teachers use the resources provided by Understanding Christianity and Warwickshire SACRE as a basis for creating relevant, stimulating and creative learning opportunities for their pupils, ensuring that the principles and processes that support quality learning within a unit are not compromised. Class teachers will adapt plans to ensure that lessons meet the learning needs of all pupils including those pupils that require further support and those pupils that demonstrate gifts or talents.

Understanding Christianity weaves approaches to teaching about Christianity that build upon the children's encounters with biblical concepts. Units of work address a key Christian concept through key questions and exploration of key biblical texts, the impact that they have on Christians and possible implications of the children themselves. Each unit incorporates the elements of:

- **Making Sense Of The Text:** Developing skills of interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.
- **Making Connections:** Examining different ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
- **Understanding the Impact:** Evaluating, reflecting on and connecting the texts and concepts studied and discerning possible connections between these and pupils own lives and ways of understanding the world.

Key Concepts and Processes

The main Christian concepts explored through UC are:

God, Creation/The Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God. The concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more

depth as pupils move through the school. These are explored through key questions and through connections to other concepts.

At St Matthew's Bloxam learning opportunities in RE will include the use of drama, art, poetry, music, design and technology, class and group discussion, as well as exploring different forms of communication and writing to fully engage and motivate all pupils.

Where ever possible first hand learning experience should be planned into units of work through visits to sacred spaces or inviting visitors into school. (Teachers use the SACRE guidelines and access support from the RE Coordinator to ensure that protocol is adhered to and that such learning opportunities are fully utilised). Where such visits/events are not possible interactive web resources or role play opportunities should be utilised to present an authentic learning experience.

RE is taught on a weekly basis, but, in accordance with best practice guidelines, in addition teachers will devise special events or focused RE days/weeks that enrich pupils' experiences and understanding. Wherever possible, RE learning will be linked to other curriculum areas or aspects of pupils' daily lives.

Assessment and Record Keeping

RE will be assessed in accordance with statutory requirements and the following St Matthew's Bloxam policies: Assessment Policy and Marking Policy. Teachers will use end of unit learning outcome descriptions from Understanding Christianity and SACRE to make 'best fit' judgements on pupils' attainment of knowledge and their application and understanding of the matters, skills and processes specified in the unit.

Pupils will be judged as either:

Working towards

Working at the expected
standard

Working at greater depth.

To support teachers in making their judgements the following assessment procedures must be adhered to:

- Half termly summative assessment using the Assessment Record Sheets will be completed for all units of work;

- Judgements must be based on sound evidence – as not all outcomes of RE lessons are recorded in a formal way teachers must ensure that assessment notes/evaluations are identified on plans and that evidence is collected through digital means (e.g. film, photography);
- Verbal and written learning feedback should be positive and outline suggestions for next steps of learning.

Teachers share unit assessments with the RE Coordinator who will extrapolate information to ensure that all pupils are attaining well and making expected progress. This analysis will include children who are: quicker to achieve, slower to achieve, SEND, PPG, EAL and all other vulnerable groups.

Wherever possible, pupils should be involved in the assessment of their work. Pupils' self-assessment and peer-assessment through reflective opportunities are strongly recommended.

Assessment information from both SACRE and Understanding Christianity units will be combined and summarised to formulate annual reports every child's attainment to parents/carers.

RESOURCES

SACRE and Understanding Christianity resources are stored on the staff Shared Area. Further Christianity resources be found in the Head teacher's office and resources for other world faiths in the store cupboard near the upper KS2 cloakroom. The use of RE Today resources and Re-online are also recommended to supplement teaching and learning.

ROLES AND RESPONSIBILITIES

The learning in this subject is led by Miss Lauren Blackaby but all staff are expected to teach class RE. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date. Any needs that staff members have in relation to the effective delivery of RE should be raised with the Learning Leader who will then liaise with the Head Teacher and KS Leaders.

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Reviewed and updated: 2024/2025 in line with new syllabus for the SACRE