

<b>Whitchurch Church of England Primary School</b>	Effective Date:	March 2024
<b>Policy and Procedure Statement</b>		
 <p><b>R.E POLICY</b></p>	Revision Date:	March 2026
	Review:	2 yearly
<b>Head Teacher</b>		<b>Mrs Cindy Pritchard</b>
<b>DSL</b>		<b>Mrs Cindy Pritchard</b>
<b>Chair of Governors</b>		<b>Mrs Jo Fisher</b>

**Our Vision and Values Prayer** *'Love your neighbour as yourself' (Matthew 22:38)'*

Lord God, together we make a difference with love, courage and respect. With kind actions, words and thoughts we accept everyone for who they are and look after those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen

**1. Introduction**

At Whitchurch C.E. Primary School, Religious Education is taught in accordance with the Hampshire 'Living Difference IV Agreed Syllabus' which forms the basis for our teaching across the school. The scheme is supported by the 'Understanding Christianity' resource, which develops pupil's understanding of Christianity.

We believe there should be an atmosphere of care and mutual trust, in which we seek to develop the children's personal vision of life through an exploration of their experiences and feelings. The children will be encouraged to develop their sense of curiosity and wonder about the world in order to find meaning, purpose and value. We shall offer them opportunities to develop a reflective approach to living and an appreciation of the religious dimension of life in all its profound aspects, developing their understanding of themselves and their relationships with others and the world beyond.

**2. Aims**

- To develop a reflective approach to life, while enabling children to explore ranges of meaning, purpose and value.
- To develop understanding of and making links with, our core values of love, courage and respect.
- To enable pupils to acquire knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- To develop the ability to explore, reflect on and respond to human experience, drawing on their study of religion
- To develop skills of exploring, investigating and learning about religion.
- To develop understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed responses to religious and moral issues

- To promote spiritual, moral, social and cultural development.
- To promote enable children to become fair minded and empathetic to the needs and beliefs of others.
- To promote key skills of empathy, enquiry, reflection, comprehension, analysis and evaluation.

### 3. Principles

- All children will have the opportunity to develop understanding of different religions.
- They will have the opportunity to explore their own faith and feelings
- They will be able to share their own experiences with others.
- Parents will have the right to withdraw pupils from R.E lessons if they so wish.

### 4. Responsibilities

#### 4.1. Class Teacher

- To teach RE for around 6 hours (reception/KS1) and 7.5 hours (KS2) each half-term
- To adapt medium term planning so that it meets the need of their class
- To provide oral or written feedback on the success of each concept for the RE leader
- To record pupils' progress each half-term on the grid formats provided by the RE leader
- To report to parents on their child's progress in RE at least once a year

#### 4.2. Subject Manager

- Oversee and organise the long term RE planning, ensuring it follows Living Difference Agreed Syllabus IV' for Hampshire *and Understanding Christianity*
- Support colleagues in their development of work plans and the implementation of the scheme of work
- Support colleagues in assessment and record keeping
- Monitor RE teaching and learning and report to senior leaders and governors
- To track progression of RE teaching and learning through school
- Moderate judgements made about pupils' attainment and provide an overview of attainment in RE throughout the school
- Keep up to date with new initiatives and disseminate them to staff
- Facilitate training for staff
- Attend courses and feedback to staff.
- Take responsibility for the purchase and organisation of resources

#### 4.3. Head Teacher

- To support the development of R.E through the allocation of a proportional budgetary share.
- To support the development of staff expertise.
- To monitor (with the subject manager) the quality of teaching and learning, and the standards achieved by the children – through work sampling, observations, pupil conferencing.

#### **4.4. Governors**

Governors will ensure that the policy is adopted throughout the school. They will meet with the RE team to discuss implementation and progress in RE

#### **4.5. Parents**

##### Withdrawal

All pupils will be given equal opportunities to access this area of the curriculum, but we accept that on some occasions parents may wish to exercise their right of withdrawal. However, the class teachers and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.

#### **5. Key Procedures**

##### 5.1. Teaching Organisation (or other)

In accordance with the law we provide religious education for all pupils registered at the school.

RE is taught in half-termly units in a combination of religion based and thematic topics. The R.E content is contained in the 'Living Difference' scheme, supported by the 'Understanding Christianity' resource and is taught through a topic / cross curricular and enquiry approach where appropriate. For the most part, RE is block taught over the week or a number of days.

In Year 1 and 2, children study **Christianity** and **Judaism** whilst Year 3 and 4 study **Christianity and Hinduism** and Year 5 and 6 study **Christianity and Islam**. Foundation Stage follow the Living Difference scheme and Understanding Christianity and relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Visitors and visits are incorporated into the planning whenever relevant to enhance the curriculum.

The school has very close links with All Hallows Church with the children making regular visits to the church each term. As well as visiting school regularly, our vicar also comes in to talk to pupils in relation to the concepts they are studying in RE. We also have visits from other local Christian denominations.

##### **5.2. Key Learning Objectives**

##### **Teaching and Learning strategies used in RE**

At Whitchurch C E Primary School, we are guided in our teaching by using "Living Difference IV and Understanding Christianity.

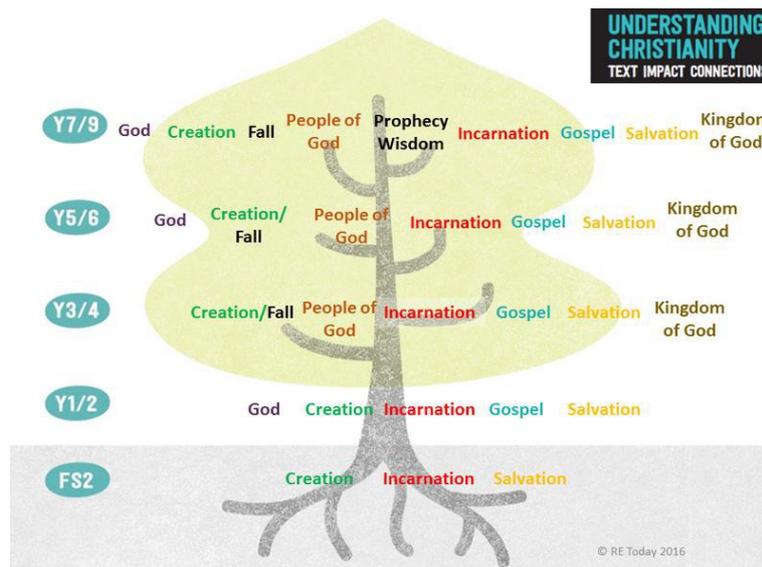
Living Difference is based on philosophical enquiry and develops the learners own perceptions and understandings of each concept in a cyclical way. The children begin from their own personal points of view and have opportunities to then hear about other people's points of view and how other religions would view these ideas. Throughout the cycle,

learners will be interrogating the concept to develop their understanding of what it means which should grow and develop as the cycle is followed round. All elements are completed in order to make sense of what is being studied and its implication for themselves and others. The cycle is as follows:

1. **Apply** their own beliefs and values to situations in their own and others' lives
2. **Enquire** into religious/non-religious concepts
3. **Contextualise** what is being studied in religious practice and belief and specific situations
4. **Evaluate** what has been discussed, taught and learnt.
5. **Communicate** their own responses to what has been discussed, taught and learnt.

### Understanding Christianity

This is a substantial resource to support our teaching of Christianity in RE. The key purpose of UC is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. As a church school, we aim to see pupils leave school with a coherent understanding of Christian belief and practice. The resource fully supports and dovetails in with Living Difference III. An outline of Understanding Christianity programme of study is shown below.



### 5.3. Equal Opportunities

All pupils will be given the opportunity to explore and engage in the experiences offered. Class teachers adapt plans and teaching to enable all children to benefit from the curriculum.

### Children with Special Needs

Provision is made through differentiation of task and materials.

### 6. Resources

- Understanding Christianity scheme

- Bible and R.E books are located in the school library and can also be borrowed from county library services.
- Themed boxes of artefacts are available from Hampshire R.E centre

## **7. Monitoring and Self Evaluation**

### Assessment, Recording and Reporting

R.E will be assessed by teachers through school's assessment, recording and reporting policy. Teachers assess at the end of each unit of work and also make formative assessments through a variety of methods – questioning, discussion, marking, feedback etc. Parents are informed of children's progress in R.E through end of year reports.

### Monitoring and Reporting Progress

The subject manager, Head Teacher and school governors monitor R.E, in line with the school's monitoring policy. Monitoring can consist of lesson observations, discussion with staff about planning, pupil interviews and work sampling. Teachers submit their termly assessments to the RE Manager.