



# Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

## RELIGIOUS EDUCATION POLICY

### Leverstock Green CofE (VC) Primary School

#### Policy Review

This policy was agreed by the governing body on 25<sup>th</sup> January 2023.

It is due for review in January 2025.

Signature .....  .....

Head Teacher

Date ..... 12/2/25 .....

Signature .....  .....

Chair of Governors

Date ..... 12-2-25 .....



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## RE Policy Statement

Religious Education is unique in the curriculum in that it is neither a core subject nor a foundation subject, but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

National Society Statement of Entitlement (2019)

## Vision

Our primary vision is to create a caring Christian community in which Christian values and beliefs permeate the whole of school life. Links with the church and community are vital, providing an ethos which results in a meaningful and unifying sense of purpose. We foster awe and wonder through a creative curriculum that underpins and promotes our love for learning. We are inclusive and nurture each person as a child of God with every chance to shine.

'For you are all the children of God, by faith in Christ Jesus'.

Galatians 3:26

## Aims and objectives

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

## The Purpose of RE

The purpose of teaching RE is to enable pupils to become 'religiously literate', learning both about and from religion. We define religious literacy as "the ability to hold balanced and informed conversations about religions and beliefs". Through a deeper understanding of ourselves and others we hope to provide the foundations for peaceful and respectful relationships across and within



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communities. This is achieved through an RE curriculum that ensures a balance between theology, philosophy and sociology.

**Theology:** This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

**Philosophy:** This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

**Sociology:** This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and Societies.

A sequential curriculum map has been designed to allow pupils to become religiously literate through developing, year on year, their knowledge and skills. The three disciplines detailed above provide lenses through which each enquiry question is approached.

### Community cohesion

RE makes an important contribution to the school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at all levels.

- **The school community** – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- **The wider school community** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area. Where possible we want our pupils to have opportunities to encounter faith communities through visits to local places of worship or visits from members of local faith communities.
- **The UK community** – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- **The global community** – RE involves the study of matters of global significance, recognising the diversity of religion and belief and its impact on world issues. RE fosters respect for others and enhances understanding of different cultures and beliefs. This contributes to promoting a positive and inclusive ethos that champions democratic values and human rights.



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## Breadth and Balance

All year groups throughout the school use the 'Understanding Christianity' resource to teach Religious Education from Reception to Year 6. These are structured as a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. The Emmanuel Project planning, assessment and resources are also used to structure the teaching of other world faiths.

**EYFS:** the approach is thematic; topics, where possible, are based upon children's own lives and experiences, and introduce pupils to Christianity, and other religions and beliefs represented within their own class and/or school from both the child's and a religious point of view. These topics are taught in line with the DfE's EYFS curriculum (Development Matters).

**Key Stage One:** continues the study of Christianity in more depth and aspects of Judaism and Islam and incorporating, where appropriate, consideration of non-religious worldviews.

**Key Stage Two:** Christianity and the principal religions, Buddhism, Hinduism, Judaism, Islam and Sikhism, are studied in greater depth alongside Humanist and non-religious perspectives. All six principal religions will have been introduced and/or revisited by the end of the Key Stage 2.

## Time Allocation

The Hertfordshire Agreed Syllabus requires a minimum 5% curriculum time for RE which amounts to 1 hour a week at Key Stage One and 1.25 hours at Key Stage Two. (This is in addition to assembly time.) As a Church school, we make sure that this is fulfilled as a weekly commitment and with extra RE days or an enrichment week through the year. Classes also experience *Woodland Worship* (Forest Church) within the curriculum. The curriculum balance ensures that at least **half** of RE curriculum time is spent on Christianity.

## Teaching and Learning

Children learn about Christianity and aspects of other world faiths through encountering some of the important places and objects connected with the religions that are studied. Children become familiar with stories about key people and learn about practices, celebrations and events using stories and symbols.

Through the teaching of RE, children develop positive attitudes towards other people. They also enhance their own spiritual, moral, social and cultural development by:

- Responding to stories from the Bible and stories from other religious traditions.
- Realising that Bible stories and stories from other religions often deal with feelings and situations similar to their own.
- Talking and thinking about puzzling questions which arise in life.



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- Talking and listening to others about personally important matters.
- Exploring the sense of belonging to a community and especially belonging to a Christian community.
- Exploring the difference between right and wrong, fair and unfair.
- Expressing themselves in art, music, drama and dance as well as writing, talking and using ICT.
- Expressing themselves thoughtfully with times of reflection and quiet.
- Responding to the wonder and beauty of creation.

### Assessment

All assessments are made in line with our School Assessment Policy. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children to ensure that they make good progress in this subject and to plan future work. Assessment is based on the pupils' mastery of knowledge and understanding related to the half termly unit of work. This is done in a variety of ways e.g. through written activities, role play, artwork, discussion. In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

### Legal Requirements

Our school curriculum for RE meets the requirements of the latest Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children. The ERA also allows teachers to opt out of teaching RE, but only after they have given due notice of their intention to the school governors. Our school RE curriculum meets all the requirements set out in the Hertfordshire Agreed Syllabus document.

### The Right of Withdrawal

Parents have a legal right to withdraw their child from RE and from acts of collective worship on religious grounds. Should the school receive a request in writing, close consultation with the parents as to the nature of religious education that would be acceptable would need to be sought and a mutual agreement reached. Pupils withdrawn from RE or collective worship will participate in alternative activities at the school's discretion.

### Links to other policies

Collective Worship, PSHE, Teaching and Learning, Assessment

