



The Federation of St Giles and St John Religious Education Policy



1. Aims:

We aim, in partnership with parents, the Church and the wider community to help all of our pupils to:

- develop their academic, physical, social and spiritual learning to the full through a broad, exciting curriculum
- opportunities are given so that children can reflect and develop their spiritual awareness
- develop as creative, independent and self-confident thinkers
- develop the ability to find and use information, question and debate rationally, and apply understanding and skills to solve problems and carry out practical tasks
- enjoy learning and see it as a lifelong process
- develop a sense of responsibility for others, for their surroundings and for the wider environment
- develop as self disciplined, caring adaptable individuals who are able to work in co-operation with others
- develop respect for others
- gain understanding of a range of religious and non-religious beliefs.
- have equal access to the curriculum and to extra-curricular activities regardless of gender, religion, race or disability.

2. To achieve these aims in R.E.

RE is taught in accordance with the requirements of:

- Shropshire Agreed Syllabus
- the school's Trust Deed

This requires us to:-

- ✓ develop an awareness that many people believe human life depends upon an ultimate being or a sustaining creative power often referred to as God.
 - ✓ develop an awareness of spiritual dimensions to life.
 - ✓ develop an awareness, understanding and appreciation of the broad religious, spiritual and ethical heritage of children's immediate and global communities.
 - ✓ reflect upon the experiences and the mysteries of life and to recognise the significance of awe and wonder in religious and non-religious beliefs.
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- Teachers follow long term plans which map out the key topics and themes to be taught each term
 - A two year cycle is followed in Key Stage 1 and a four-year cycle is followed in Key Stage 2
 - Teachers draw up medium term plans which set out the key knowledge, understanding and skills to be taught, linked with activities per term.

Principal aims:

Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways, by individuals and within communities
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

Understand the impact and significance of religious and non-religious beliefs, so that they can:

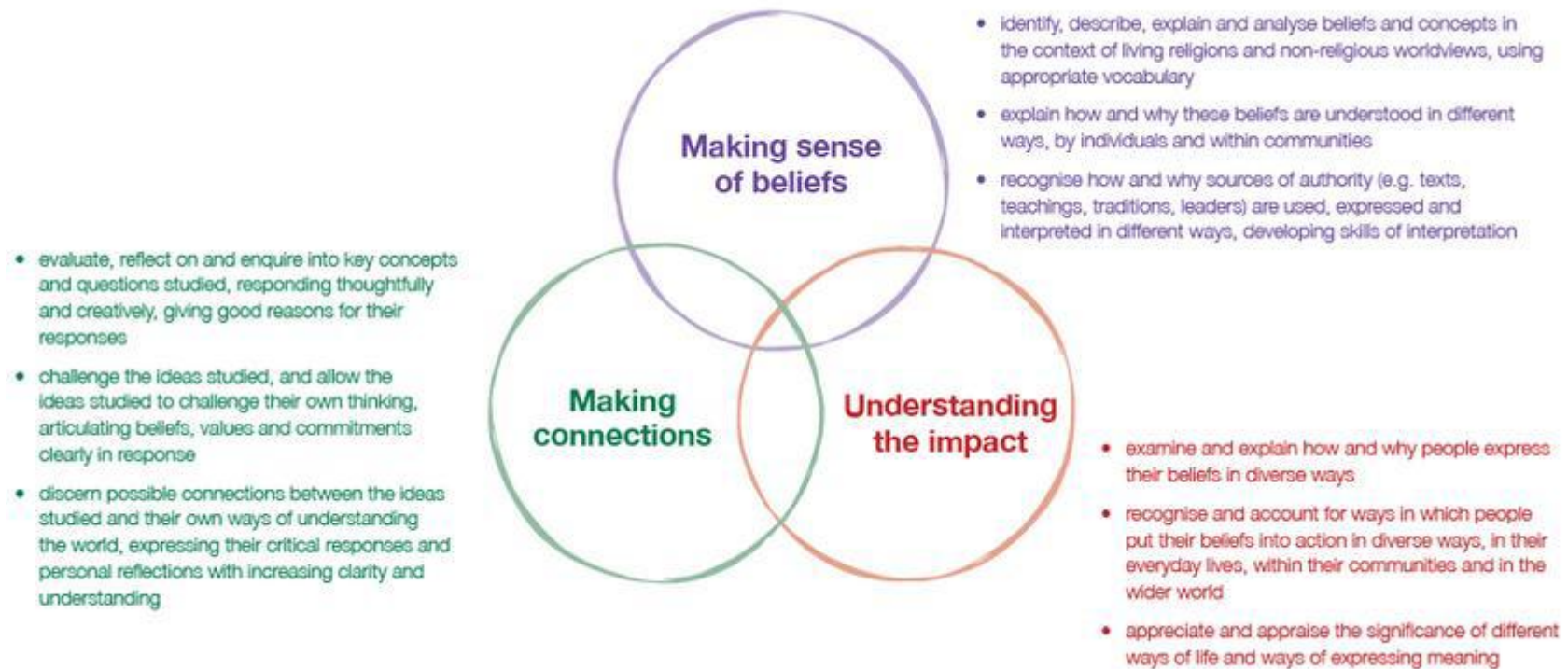
- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Teaching and learning approach and the aims for RE.

The diagram below shows how the three elements of the teaching and learning approach reflect the aims for RE.



- Christianity, Judaism and Islam are studied at Key Stage 1.
- A range of world religions are studied at Key Stage 2, including Christianity, Hinduism, Buddhism, Sikhism, Islam and Judaism.
- Where possible RE is linked to other subjects in the curriculum to provide meaningful contexts for learning

We recognise that all parents have the right to withdraw their children from religious education. A statement to this effect is included in the school prospectus.

We also recognise that on grounds of conscience all staff have the right not to teach religious education.

3. Resources

- Good News Bibles
- Lion storyteller Bibles
- Resources trolley with artefacts and pictures for all major religions e.g. Christianity, Sikhism, Hinduism, Buddhism, Islam
- Range of library books covering all major world religions.
- Imaginor resources
- Understanding Christianity resources
- Jumping Fish resources
- The lion storyteller book of parables
- Bob Hartman's rhyming Bible
- Gill Vaisey resources about Puddles the cat

- Variety of stories from a range of cultures and religions.
- Variety of non-fiction books about different cultures and religions.

4. Assessment

- Assessment in RE is ongoing and teachers assess children's understanding in every lesson.
- Children's progress is assessed at the end of each unit of work.
- Children are encouraged to reflect and respond in discussions as part of RE lessons.
- Children's progress is reported to parents each term at parents' evenings and in the end of year report.

5. Success criteria

- Children develop their academic, physical, social and spiritual learning to the full through a broad, exciting curriculum
- Children develop as creative, independent and self-confident thinkers
- Children develop the ability to find and use information, question and debate rationally, and apply understanding and skills to solve problems and carry out practical tasks
- Children enjoy learning and see it as a lifelong process
- Children develop a sense of responsibility for others, for their surroundings and for the wider environment
- Children develop as self disciplined, caring adaptable individuals who are able to work in co-operation with others
- Children develop respect for others
- Children develop personal values based on the Christian faith
- Children gain understanding and appreciation of the values and ways of life of other cultures
- Children have equal access to the curriculum and to extra-curricular activities regardless of gender, religion or race.

Monitoring and evaluation

- The RE policy will be reviewed every two years by governors and teaching staff.

Policy prepared by:	Alison Davies and Rachel Smith- October 2021 Reviewed December 2024 Reviewed June 2025
Agreed by staff:	
Adopted by the Governing Body:	

