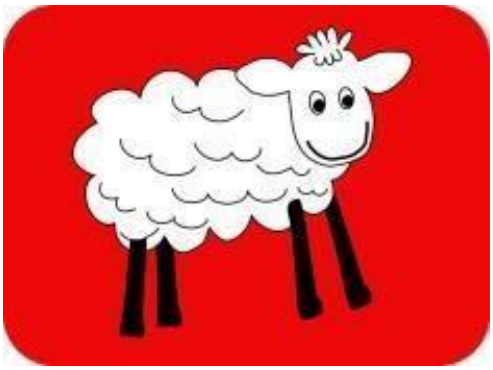


# Sheepy Magna Church of England Primary School

# Religious Education Policy

Headteacher: Alison Field

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Chair of Governors: David Wright

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Link Governor: Reverend Julia Hargreaves

Last Reviewed – June 2025

Next Review Date – June 2027

## AIMS AND OBJECTIVES

RE at Sheepy Magna CE Primary School will be provided in line with the legal requirements:
• the basic curriculum will include provision for religious education for all pupils on the school roll;
• the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
• the RE which is provided shall be in accordance with the locally agreed syllabus for Leicester Diocese.

**Within the framework of the law and the Agreed Syllabus, our aims in RE are for pupils to:**
• acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
• develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global;
• develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom;
• enhance their spiritual, moral, social and cultural development by:
-developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
-responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
-reflecting on their own beliefs, values and experiences in the light of their study;
• develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

## CONTEXT

- The context of RE at Sheepy Magna CE Primary School is that of a small rural primary school, part of a more diverse diocese of Leicester, serving children in the age range of 4-11.
- We work to the Leicester Diocese Agreed Syllabus, combined with Understanding Christianity.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of members of local communities in RE and in general.
- We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

## TIME ALLOCATION

Following local guidelines, the time allocated at Sheepy Magna CE Primary School will be 5% of the year's timetable across both key stages and EYFS. RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

## CURRICULUM PLANNING IN RELIGIOUS EDUCATION

- We plan our RE curriculum in accordance with the Diocese of Leicester syllabus. We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit and we ensure that the plannedprogression built into the scheme of work offers the children an increasing challenge as they movethrough the school.
- We carry out curriculum planning in RE in three phases (long term, medium term and short term). The long term plan maps the RE topics studied in each term during each key stage. Christianity

will be studied each year and each year children will learn about one of the other major religions of Great Britain.

- Our medium term plans give details of each unit of work for each term. As we have mixed age classes, we carry out the planning on a two year rolling programme. By so doing we ensure that children have complete coverage of the syllabus but do not have to repeat topics.
- RE themed weeks or enrichment days are planned into each school year. During these weeks an aspect of RE, usually a festivalor major world faith, will be studied at an appropriate level throughout the school. These are often planned for children to work in mixed phase (house groups). The outcomes from RE weeks are often shared in a whole school assemblies and with parents via school communication systems.
- We have introduced Understanding Christianity across the school and use this to support our RE curriculum. The key purpose of this project is to support pupils in developing their own thinking and understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Its aim to see pupils leave school with a coherent understanding of Christian belief and practice.

**TEACHING AND LEARNING STYLES**

OFSTED reports suggest that the range of teaching and learning strategies in use in RE are often too narrow, in the over-use of stories and a limited range of drawing and written tasks. Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the attainment targets of the Agreed Syllabus in a balanced way.

**RESOURCES**

We have sufficient resources in our school to be able to teach all our RE teaching units. Resources are stored centrally and accessible by all. Our resources include Bibles for both key stages and religious artefacts to enrich teaching of different faiths. Links are made with the local clergy to support further teaching of Christianity. Resources are reviewed and audited regularly and updated as necessary.

**VISITS TO PLACES OF WORSHIP**

We are able to regularly visit our local church in the immediate vicinity of the school, where faith leaders and othermembers of the community are willing to meet with children and be involved in RE. We aim to use this valuable resource for all classes, right from day one. To broaden children's understanding of other faiths, Children will have the opportunity to make visits to other places of worship in Leicester such as a Mosque, Mandir or a Synagogue during their time at Sheepy Magna CofE Primary School.

**MATCHING WORK TO PUPILS' NEEDS**

Whole school policy with regard to special educational needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational 'ability'. RE at Sheepy MagnaC of E Primary School is fully inclusive of all children regardless of ability, this includes off site visits, forwhich appropriate risk assessments would be made in line with the school educational visits policy.

**ASSESSMENT**

We assess children's work in RE by making informal judgements as we observe them during lessons and through evaluating their work against the learning objectives. We assess children against age related expectations. Annually, judgements for individual pupils based upon their interaction and understanding shown in lessons are collated and passed to the RE lead. Pupils are deemed as workingbelow, at or above age related expectations. The majority of pupils should be working at age related expectations.

**MONITORING, EVALUATION AND REVIEW**

The subject leader is responsible for the monitoring of standards of teaching and learning in RE throughout the school. They are also responsible for the support of colleagues in teaching RE, and being informed about the latest developments in the subject as well as being the strategic lead for the subject in school. Pupil interviews form an important part of the monitoring and review cycle and are carried out periodically by the co-ordinator to assess both the children's understanding and enjoyment of the subject.The assessment folder for RE contains evidence of all monitoring, assessment and reviews of teaching and learning made in the subject.

**SELF EVALUATION, RE AND INSPECTION**

The subject leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with OFSTED guidance about self-evaluation and review.

**WITHDRAWAL**

We note the right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Please refer to the coordinator or head teacher any questions from parents about withdrawals.