



St George's Beneficial CE Primary School

Religious Education Policy

Date of Policy January 2024

Review Date January 2026

Vision

St. George's Beneficial Church of England Primary is a welcoming and inclusive school that represents our diverse ethnic, cultural and religious community; we proudly serve children from diverse backgrounds and cultures. We aim to build a learning community in which learners, of all ages, are actively encouraged to share their beliefs and values.

As a CofE school we have a strong Christian foundation where each child is loved, valued and respected as an individual, and where they are positively encouraged to make their own distinctive contribution to the school. We are committed to delivering an RE curriculum which enables children to appreciate and embrace the benefits of belonging to a global community. We aim to encourage an understanding of the meaning and significance of faith and promote the Christian values of the school.

As a Church of England school, knowledge and understanding of Christianity will always remain central to the ethos and teachings of the school, with religious education contributing significantly to the school's Christian character. We recognise that Christianity is a major world religion. **The Living Difference** syllabus IV is the legal document that we follow in order to teach Religious Education and this supports the process of inquiry reflecting on concepts found in many religions. To enrich learning we supplement this with the **'Understanding Christianity'** resource which enables us to keep Christianity central. As an inclusive community, we encourage learning about and learning from other religions and fostering respect for other religions and world views.

RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of the school to preach to or seek to convert children through RE, but to give them opportunities to grow in their understanding of faith.

What is the purpose of Religious Education at St George's Primary School?

RE develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. It encourages pupils to:

- Challenge thinking about the meaning and purpose of life, beliefs and the understanding of right and wrong.
- Encourage our children to explore their own beliefs (whether they are religious or non-religious)
- Enable our children to build a sense of identity and belonging which helps them to view themselves as equal and valued.
- Develop our children's understanding of how religious beliefs and practices affect people's lives.
- Nurture spiritual, moral, social and cultural understanding and development.

At St. George's, we follow Living Difference IV – the agreed syllabus for schools in Hampshire, Portsmouth, Southampton and the Isle of Wight - alongside using Understanding Christianity as a resource to teach Religious Education. Living Difference IV is an approach to enquiry in Religious Education. It takes as its starting point, an exploration with children of what it means to belong. It follows the cycle of enquiry, where children have the opportunity to communicate, apply, inquire, contextualize and evaluate learning.

Roles and Responsibilities

The key responsibilities of the RE subject leader are as follows:

- revise and implement the policy and curriculum.
- ensure the statutory requirements for the teaching of RE are met and properly addressed through plans.
- monitor and evaluate success and make revisions as necessary.
- develop long term strategies for funding, renewal and replacement of resources.
- keep the governing body informed of developments.
- co-ordinate RE across the school, including day to day operation.
- develop up to date subject knowledge and expertise by means of regular training/attendance at RE meetings.
- liaise with the diocese and schools local RE advisor.
- liaise with, and give advice to colleagues.

The key responsibilities of teaching staff are as follows:

- ensure the medium-term plans are translated according to the needs of their class and successfully implemented.
- teach to the best of their abilities all children within their care
- carry out assessments of pupils' attainment in RE.

As well as fulfilling their legal obligations, the RE link governor, governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum.
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- those teaching RE are suitably qualified and that they support teaching staff with planning, assessment etc. and have regular and effective opportunities for CPD.
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion.
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion.
- clear information is provided for parents on the RE curriculum and the right to withdraw.
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress.

How RE is organised and resourced:

Teaching time for RE is in line with the recommendations contained within 'Living Difference.' Recommended minimum hours devoted to RE are 36 hours per year for Foundation stage and Key Stage 1 and 45 hours per year for Key Stage 2. This time will be utilised as appropriate to age groups for each half term's unit of work, some lessons may be blocked but regular RE lessons are the best way of ensuring 'sticky knowledge'. Our Curriculum Overviews show our RE coverage.

A budget will always be assigned to the development of RE.

Resources, such as a wide range of bibles, are stored in the RE area. The library in school is also a valuable resource for books about other faiths, religious stories or stories exploring a range of concepts. We hold our own RE resources in school to enrich the curriculum, which are updated and added to regularly. High quality learning experiences in RE are designed and provided by careful planning through the locally agreed syllabuses, taking into account the need to offer breadth of content. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Assessment, monitoring, recording and reporting

At St George's, RE learning is assessed half-termly using the Living Difference Cycle of Enquiry:

- Communicate
- Apply
- Contextualise
- InquireEvaluate

We assess an element of the Cycle of Enquiry across the school each half term, using questions that link to the learning and build upon previous knowledge.

The RE lead is responsible for monitoring the standards of the children's work and the quality of teaching and learning in RE. The Governing Body also has a duty to ensure that RE provision fulfils statutory requirements.

The Legal Perspective

[The Education Act \(1996\)](#) requires that the curriculum for every maintained school includes provision for Religious Education for all pupils on the school roll, including those in reception class. The Education Act allows parents to withdraw their child from religious education classes if they so wish. (Refer to the protocol for parental withdrawal from RE at the end of this policy).

Our agreed syllabus reflects the fact that *'the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain.'* At St George's School, we ensure that our RE provision respects the integrity of all participants, irrelevant of their faith background. All can participate without compromising their own faith or belief.

The right of parents to withdraw their children from all or any part of Religious Education (RE) lessons is set out in section 71 (1) of the school [Standards and Framework Act 1998](#), in paragraph 1.

Equal Opportunities

In line with all our other school policies, all children- regardless of any Special Educational Needs, level of ability, cultural background or belief will be fully included. All children are entitled to access RE provision at our school.

Monitored by: Headteacher and RE Manager