
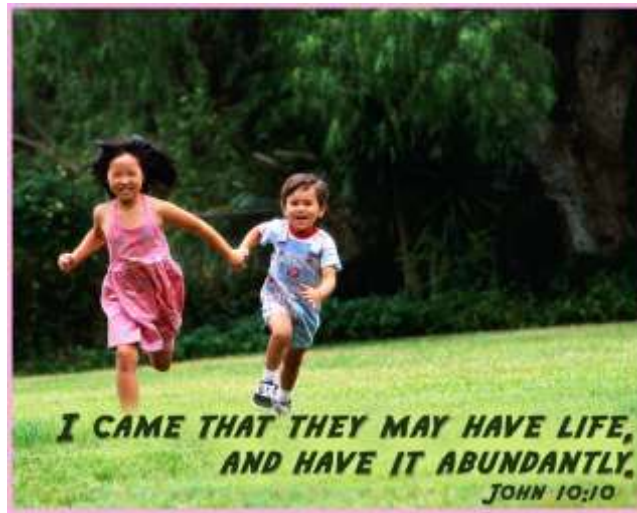


Policy:	Religious Education Policy April 2025	
Status:	Non- Statutory	
Review Date:	3 years –April 2028	

St Botolph's CE Primary School's Christian vision



Our **core Christian values** are seen as essential in establishing our school vision and ethos:

Creation – We celebrate and enjoy the world in all its diversity.

Community – We nurture positive relationships within the school and wider community.

Compassion – We support one another, sharing experiences.

Endurance – We persevere in the face of hardship and never give up.

Responsibility – We share a collective responsibility for our world, community and the people in it.

Trust – Trust lies at the heart of the relationships within our school.



St Botolph's C of E School Core Values

Our aim is to promote **aspirational, independent children** who are **happy, respectful and have self-belief**.

We want all children to become **creative, active and reflective learners**, enabling them to be able to **respond positively to the opportunities and challenges** of a rapidly changing world and promote a **commitment to lifelong learning**.

At St. Botolph's C of E Primary School our aim is **to care for and develop the whole child educationally, emotionally, spiritually, morally and physically**. As well as caring for their education we also care for their mental health and wellbeing and feel that it is essential to provide children with information to enable them to make **life long, well informed decisions** about their health.



1 Aims and objectives

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St Botolph's CE Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other selected world religions, particularly those represented by some faith communities within Leicester and Leicestershire. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Our religion and world view studies build on the legal requirements of the curriculum and our tradition of being a Church of England School. We follow the Leicestershire Agree Syllabus 2021-2026. Children examine systematic, thematic and faith units; Christianity, Hinduism, Judaism and Islam. Questions across the Bible's major themes of creation, fall, people of God, incarnation, gospel, salvation and kingdom of God are taught and revisited for consolidation and expansion of other aspects. The Big Bible Story is retold through a series of pictures depicting these sections of the bible which the children are encouraged to link their ideas to.

The syllabus explores ideas through key questions. Children are encouraged to explore their ideas and understand that everyone's opinion matters even when different to their own, hence developing a strong emphasis on understanding, tolerance and personal Spiritual Development. RE is taught for the equivalent of an hour every week in all year groups. Additionally, RE is taught through an RE themed week, educational visits and enrichment activities.

1.2 The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;

- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.
- develop understanding of British Values (Democracy, Rule of Law, Individual Liberty, Mutual respect and Tolerance of those with different faiths and beliefs.

1.3 The attitudes and values:

The development of positive attitudes and values is part of school life as a whole but RE has a particular contribution to make. It deals specifically with issues of belief, with things which are valuable or precious to people; as a result, the attitudes and values of staff, pupils, parents or particular religious groups are often on display or under discussion. In this situation it is important that:

- pupils feel they are working in a secure atmosphere where it is safe to share their thoughts and ideas.
- religious views, traditions or customs are not just subject to ridicule or criticism simply because they are 'different'
- staff draw on pupils' own experience of life in order to help them understand more specifically religious stances.

2. The legal position of religious education

2.1.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done after the parents have met with the Headteacher and given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social and cultural teaching. It also promotes education for citizenship. Our school RE curriculum is planned in accordance with the LA's Agreed Syllabus and Leicestershire Diocesan guidelines and it meets the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

3. Teaching and learning style

3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship.

3.3 Children study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues, working individually or in groups.

3.4 We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room and setting different tasks for each ability group or depending on the task, using mixed ability groupings.
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

4 Curriculum planning in religious education

- 4.1 We plan our religious education curriculum in accordance with the Leicestershire LA's Agreed Syllabus. We ensure that the topics studied in religious education 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 planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2 We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leaders developed this plan in conjunction with teaching colleagues in each year group.
- 4.3 Our medium-term plans give details of each unit of work for each term. This ensures that children have complete coverage of the Agreed Syllabus.
- 4.4 Each Key Stage then organises the plans for each lesson, these will detail differentiation and resources that are to be used.

5 Contribution of religious education to the teaching of other subjects

- 5.1 English
Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We also encourage the children to write at length and record information in order to develop their writing ability.
- 5.2 Computing
We use computing where appropriate in religious education. The children find, select and analyse information, using the internet.
- 5.3 Personal, social and health education (PSHE) and citizenship
Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.
- 5.4 British Values
The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. "
The Government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated in 2016:

Democracy

Children have many opportunities for their voices to be heard. Each child has the opportunity each year to stand and be nominated as a wellbeing councillor for their class. The council meets to discuss a variety of topics related to school life. These discussions are fed back to their class and class discussions return to the next meeting. These discussions and decisions are then fed back to staff and have a direct impact on the children's education.

The Rule of Law

The importance of Laws, whether they are ones which govern the class, the school, or the country, are consistently reinforced throughout the school day and curriculum. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example, through our E-Safety and PSHE lessons. Whether it is through choice of learning challenge, how they record their work, or participation in our extracurricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

Respect for all is one of our central school aims and children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

St Botolph's School is a Church of England School which promotes Christian Values. However, tolerance for all people whether it be faith, belief or lifestyle is actively promoted. Our RE and PSHE teaching reinforce this. During their time at our school, children visit places of worship that are important to different faiths and take part in activities from different religions.

At St Botolph's we will challenge pupils, staff or parents who express opinions contrary to fundamental British Values, including 'extremist' views.

5.5 Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

6 Teaching religious education to children with special educational needs

6.1 At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors — classroom organisation, teaching materials, teaching style, differentiation — so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children with special educational needs or disabilities will be supported through an Individual Education Plan (IEP)

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, visiting places of worship, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

7.1 We assess children's progress in RE at the end of every unit of work. Their attainment is carefully matched against criteria on an end of unit assessment grid through a range of summative and formative assessments.

8 Resources

8.1 Whilst we have sufficient resources in our school to be able to teach all our religious education units of work we annually update and extend our range of resources. We keep resources for religious education in a central store where there is a box of resources, clearly labelled for each faith, which contain a collection of religious artefacts that are used to enrich teaching in religious education. The school libraries have a good supply of RE topic books. Teachers use the Internet as a source of information to support all topics. Each classroom has access to a range of Bibles.

9 Monitoring and review

The RE subject leaders are responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leaders monitor and evaluate RE through direct observation of teaching, work and planning scrutiny and pupil interviews. The results are shared with the Headteacher and Governors.