St Andrews CofE Junior School

Religious Education Policy

Approved by:	Full Governing Body	**Date:**	23.10.2025 (Min 344)
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ST. ANDREW'S C.E.JUNIOR SCHOOL

RELIGIOUS EDUCATION POLICY

Our Vision

'Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment'

Aims

In St. Andrew's, Religious Education is taught as a stand-alone subject, though thematically it is linked to other areas of the curriculum. The children are working in Key Stage 2 of the New Derbyshire Agreed Syllabus (2025) incorporated with the NATRE resources.

The Principal aim of Religious Education is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions, worldviews and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.

RE plays a central role in a broad and balanced curriculum that will enable students to participate fully in a multi-religious and multi-secular world. It aims to enable young people to hold informed and balanced conversations about worldviews, religion and beliefs. It provides a safe environment where pupils can explore their own ideas and learn to evaluate the opinions of others. Whilst a greater emphasis is placed upon the Christian faith in RE in church schools, it is important that young people experience the diversity of lived religion.

We adhere to the Church of England Statement of Entitlement for Religious Education

Parents have the right to withdraw their child from Religious Education lessons and collective worship under the 1988 E.R.A

Equal opportunities and Multicultural Education

Through our teaching of Religious Education at St. Andrew's a commitment is made to provide equal opportunities for all children to prepare for life in a multi-cultural society. As described in the aims for Religious Education it is hoped by teaching the subject, a better understanding of other faiths, ideas and customs are encouraged.

A further emphasis on Global Goals and Christianity as a global faith, together with Christian Values are addressed through Collective Worship, our Global Goals/values based curriculum, Enterprise Days (proceeds to Fort Usher) and classroom work.

Inclusion

R.E. is taught to the whole class on one topic area but reasonable adjustments are made to allow all children, including those with Special Educational needs, to access the subject and to meet individual needs (except pupils withdrawn following the wishes of their parents)

- The Derbyshire Agreed Syllabus (2025) encourages positive attitudes, and values-promoting racial equality, gives opportunities for pupils to consider their own beliefs and those of others and understand other peoples viewpoints.
- Less able pupils should be provided with support within the activities (vocabulary lists and smaller steps in completing the tasks etc).
- Giving more time for less able to complete work.
- 'Deepening understanding' activities should be given to more able pupils to provide challenge through questioning or by further research on the topic studied.

Christian and British Values
At St Andrew's we believe that Religious Education both supports and strengthens what we aim to do in every aspect of school life. We embrace a range of Christian values which encourage children to enhance their own Spiritual, Moral, Social and Cultural development. We also share four core values across the school in line with our Christian vision and these are **Respect, Compassion, Responsibility** and **Resilience**.

Our core values encompass the British Values we promote in school, and are regularly referred to during the teaching of Religious Education and in other lessons across the curriculum.
We also explore the values of **Unity** and **Justice** as part of our curriculum.

Teaching and Learning
Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs that are different from their own. Religious Education has two closely related aspects which are:
Learning **about** religion and belief & learning **from** religion and belief

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas:

- **Beliefs and teachings** - stories, religious leaders, books, God/gods, self -sacrifice, truth, life after death;

- **Religious practices and lifestyles** - people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;

- **Ways of expressing meaning** - sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
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- **Human identity, personality and experience** - belonging, preferences, relationships within family and community, influences on own lives, inspirational people;

- **Questions of meaning and purpose** - amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences;

- **Values and commitments** - values, ethics, principles, rules, morality.

NATRE Primary Curriculum - Aims

To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.

To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.

To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity) of themselves, the world and human experience.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of RE at this school.

Assessment
The Derbyshire Agreed Syllabus sets the standards expected for pupils' work in religious education in the county's schools. These standards are in line with national non-statutory guidance (QCA 2004).
Assessment in Religious Education is seen in its broadest sense and is not limited to measurement and testing.
Through activities for example, discussion with pupils, group activities, marking and grading their work, observing, displaying work, asking and answering questions, teachers are continually assessing pupil progress.
RE book, with assessments included, follows pupils up through school as a record of progress and achievement in the subject.

Record Keeping
The teacher will give feedback both verbally and written in pupil's exercise books based on the Feedback Policy. At the end of each year, teachers complete a report to parents in which they make comments on the pupil's progress.

Curriculum Time for Religious Education
45 hours of tuition per year by the class teacher usually taught for an hour on a weekly basis.

Resources
The school will base the RE work on units from the NATRE RE Primary Curriculum resources. At St. Andrew's there are close links with St. Andrew's Church. Visits to the church for special/seasonal 'Experience' days have been undertaken by all year groups. Visitors from the church conduct Collective Worship on a weekly basis. The whole school community and parents visit church for Christmas, Easter and Harvest services.
Each year group has posters, videos etc for their topics. There are boxes of artifacts kept in the stock cupboard.

The NATRE resources are also available to teachers, together with a website and log on for additional resources.

Leadership & Governance

The RE subject leader is given time to monitor and update/adjust the subject as required. Monitoring takes place by way of pupil & staff voice, work scrutiny, learning walks, classroom observation and modelling lessons/team teaching.

A member of the governing body, usually a foundation Governor, serves as link governor for RE. The Subject lead for RE meets with the link governor to discuss progress, attainment and development in Religious Education at points across the academic year.

RE and the school's Christian distinctiveness and ethos are a standalone item on the Full Governing Body's meeting agenda.