



Puttenham  
Church of England School

## RELIGIOUS EDUCATION POLICY

**Date of Policy review: Spring 2024**

**Date of next review: Spring 2027**

**Governing Body responsible: Curriculum Committee**

**This policy is based on the Model policy for Religious Education for Church schools in the Diocese of Guildford (February 2024)**

**'Our village school strives to provide the best possible education for all its children in a caring and happy Christian community.'**

### Opening Statement

Religious Education should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

*(Religious Education Statement of Entitlement February 2019)*

### Vision

Puttenham Church of England Infant School provides a caring and inclusive community. Everyone in our village school and Parish is an important and respected member of God's family.

Our school badge is the emblem of St John the Baptist who described Jesus as 'The Lamb of God'. Under his guidance we live out our Christian values of love, hope, resilience, respect and wisdom to flourish as individuals and be the very best we can be.

## **Religious Education**

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. (*Religious Education Statement of Entitlement February 2019*)

Religious Education contributes dynamically to pupils' and students' education by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE they learn about and from worldviews, including Christianity and other principal religions and beliefs (including non-religious perspectives such as Humanism) in local, national and global contexts, to discover, explore and consider different answers to these questions.

Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip them with systematic knowledge and understanding of a range of worldviews, beliefs, concepts and practices, enabling them to develop their ideas, values and identities (personal knowledge). Religious Education should also develop in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious Education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

## **Aims and objectives**

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

To enable pupils to:

- demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life;
- recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;

- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience;
- develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development;
- develop the ability to make reasoned, informed and creative responses to religious and moral issues;
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

## Religious Education Curriculum

Religious Education is taught according to the Surrey Agreed Syllabus for Religious Education 2023-2028.

For our RE Curriculum Overview, please see the school's website

<https://www.puttenhamschool.co.uk/religious-education-re/>

## Curriculum Balance and Time

Reflecting the Church of England Statement of Entitlement for Religious Education 2019, parents and pupils are entitled to expect that Christianity is the majority religion studied in each year group and should be at least 50% of curriculum time. A minimum 5% of weekly curriculum time, but ideally more, meeting explicitly RE objectives, is committed to the delivery of RE.

*Note: Collective Worship is not part of the "taught day" and so is not included in the calculation of R.E. teaching time.*

## Teaching and Learning in Religious Education

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- 'God': relating to theological approaches;
- 'Identity': relating to more philosophical approaches;
- 'Community': relating to sociological approaches.



These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways.

Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

## **Religious Education in Early Years Foundation Stage (EYFS)**

The RE curriculum for the EYFS always starts from where the children are, often taking a child's-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point. In our school we organise our EYFS curriculum through a combination of teacher led and continuous provision. The key questions are linked to a class topic or a celebration.

## **Religious Education in Key Stage One**

Pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and some non-religious people.

Pupils become more aware of other peoples' worldviews and are encouraged to develop important subject-specific and cross-curricular skills.

Evidence of learning and reflections are recorded in the EYFS or KS1 class floor book. It is the responsibility of the class teacher to update the floor book following a lesson or discussion.

## **Assessment, Recording and Reporting**

Assessment in Religious Education will:

- Be directly related to the expectations of the Surrey Agreed Syllabus.
- Recognise the importance of Religious Education in a Church school, while also recognising that the taught time is considerably less than that of English and maths.
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

## **Monitoring**

The Religious Education subject leader is responsible for monitoring the standards of the children's learning and the quality of teaching in religious education. There is a linked governor responsible for monitoring the quality of teaching and learning in Religious Education. This is currently the Rector of St John the Baptist Church in Puttenham.

## **Role of the RE subject leader**

The subject leader will:

- support colleagues in the teaching of Religious Education.
- be informed about any current developments in the subject, locally and nationally.
- provide a strategic lead and direction for the subject in the school.
- attend termly RE network meetings at Guildford Diocese.
- ensure that all pupils receive their legal entitlement of religious education.
- ensure RE provision reflects the Church of England Statement of Entitlement.
- produce and regularly review a subject policy to ensure that it remains up to date.
- ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.

- monitor and review the implementation of policy and units of work.
- monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- monitor, analyse and question RE assessments carried out by staff.
- liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

## Resources

Resources for the teaching of RE can be found in the 'Reflective area' in the school. This includes Bibles, psalms, books, stories and resources for Christianity, Islam and Judaism. Schools can also borrow resources from the [Guildford Cathedral Resources Library](#)

## Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child from all, or part of Religious Education, and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.

Where pupils are withdrawn from all or parts of the RE curriculum, they will engage in a personal project linked to the wider curriculum.

Signed.....

Date: .....

Chair of Governors