Much Birch C of E Primary School
Religious Education Policy



'We will flourish and reach our God given potential'

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations

Updated 2 yearly

Review date September 2026

Head teacher Mrs B Davies

Chair of Governors Rev. Mark

Mission Statement and Values

Much Birch School aims to provide every child with the opportunity to develop their full potential through an inspiring and creative curriculum which will develop and create a life-long love for learning in an inclusive, supportive Christian community. At Much Birch we nurture the whole child, and each child is valued and able to thrive.

RE is central to the purpose of Much Birch C of E Primary School because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

RE at Much Birch explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. 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. The school had training on Understanding Christianity in February 2020.

Values education permeates the RE curriculum at Much Birch C of E Primary School.

Aims

At our school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
- Understand how belief may impact on culture, relationships, values and lifestyle.

- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
- Be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery.
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

Legal Framework

The Herefordshire Agreed Syllabus for RE is our statutory document for the teaching of RE.

Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of Much Birch C of E Primary School, we would ask parents to discuss with the head teacher any reasons they might have for doing this.

Teaching and Learning

- The scheme of work for RE will maintain a balance between the three core elements identified in the Agreed Syllabus – Making Sense of Belief, Understanding the Impact and Making Connections. These are woven together to provide breadth and balance. Teaching and learning in the classroom will encompass all three elements to suit the religion, concept and question being explored.
- There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the RE syllabus.
- The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest.

- Pupil progress and attainment in RE will be tracked and recorded ? and the school will keep an up to date portfolio of evidence to support assessment
- Progress in RE will form part of pupils' annual report to parents.
- RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate.
- A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
- In this school the faiths taught in RE at KS1 are Christianity, Judaism and Islam and at KS2 Christianity, Judaism, Islam and Hinduism.

Subject Leadership

- The RE subject leader will support and monitor the subject.
- The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
- The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.
- The RE subject leader will regularly monitor the quality of RE teaching across the school.
- The RE subject leader will liaise with the governing body Curriculum Committee which holds responsibility for RE, and the Committee Chair will report regularly to the Full Governing Body on progress and attainment in RE.
- The RE subject leader and head teacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

Review

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE lead and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans. The outcome of the review will influence the future school development plan.