



The Federation of the Church Schools of  
Shalfleet and Freshwater & Yarmouth

*Together for a Brighter Future*

# RELIGIOUS EDUCATION A STATEMENT OF POLICY

<b>Approved by</b>	<b>TG</b>
<b>Portfolio</b>	<b>SIAMS</b>
<b>Approved on</b>	<b>Spring 2021</b>
<b>Review date</b>	<b>Spring 2024</b>
<b>Review Cycle</b>	<b>3 Year</b>
<b>Policy Type</b>	<b>Statutory</b>

Signed \_\_\_\_\_

Date \_\_\_\_\_

## Introduction

*Religious Education in Portsmouth and Winchester Dioceses:*

*RE has a special position in schools; it is not part of the National Curriculum, but there is a legal requirement that RE is taught in all state-funded schools and academies. The majority of Church of England schools in Portsmouth and Winchester Dioceses follow the Hampshire Local Agreed Syllabus, Living Difference IV, with some using the BCP syllabus.*

*The Agreed Syllabus reflects the fact that Christianity is the main religious tradition in the country, while taking account of the teaching and practices of other religions and world views represented in the United Kingdom. In church schools Christianity will be the main religion studied, helping pupils understand the Christian ethos that underpins their school. The Church of England has produced a [Statement of Entitlement](#), which sets out the aims and expectations of RE in a church school.*

*RE plays an important part in young people's social, moral, spiritual and cultural development. It should be inclusive and broadminded; it is not appropriate for Religious Education to promote a particular point of view. Parents have the right to withdraw their child from RE lessons after discussion with the head teacher. Schools have a responsibility to supervise children who have been withdrawn, but not to provide any alternative teaching.*

*Portsmouth Anglican Website, 2024*

We value Religious Education as being fundamental to an understanding of the ways in which people attempt to make sense of life, both through religious beliefs and traditions. We also value the exploration of their own individual and collective responses to life itself and belief in God. Religious Education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

## RE on the Isle of Wight

Both schools **use the Living Difference IV to underpin our learning in RE.**

The aims of the Living Difference Curriculum are:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

### Key Skills in RE

- RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills through 'The Cycle of Enquiry' – Communicate, Apply, Enquire, Contextualise and Evaluate. Pupils will learn to investigate/enquire, communicate, interpret, analyse and evaluate. These are important skills for children to develop.

These include:

January 2024

- The Cycle of Enquiry – consists of the following areas: Communicate, Apply, Enquire, Contextualise and Evaluate
- Investigation/enquiry : finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs
- Communication: sharing their ideas, and those within religions and beliefs, in a lively, informed way including different styles of writing, oral contributions and the use of ICT
- Interpretation: recognising and talking about religious symbols, stories and sacred texts
- Analysis and evaluation: developing their own views and ideas, recognising the views of others

### **Key Attitudes in RE**

As with skills RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

### **Our Federation Values in RE**

Across our Federation we have our three Christian Values of Respect, Resilience and Relationships. Through RE we seek to provide our pupils with the opportunity to understand and reflect how our Christian Values are found in the Bible.

### **Expectations in RE**

We assess the children by judging each unit against the age related expectations for each year group expectations.

### **Approaches to Teaching and Learning in RE**

RE is a wide ranging curriculum subject so we employ a variety of teaching methods. These include:

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- Where appropriate developing the use of ICT in helping children's awareness of religions and beliefs

### **Organisation of RE**

RE is taught through a range of religions, beliefs and key themes. Some aspects of RE may also be visited through the wider curriculum and topics studied. This is to further enable children to experience some of the wide diversity of life patterns, cultures and religious traditions that exist. This approach helps develop positive attitudes, foster consideration and reduce prejudice in preparation for life in our multi-cultural society.

### **Assessment and Recording**

In RE we provide annual reports based on an assessment of children's learning throughout the year. We also recognise that some of the most important learning in RE cannot be formally assessed.

## **Rights of Withdrawal**

We firmly believe that RE is an important subject in children's learning but we fully recognise the legal right of parents to withdraw their children from all or any part of RE. We do encourage parents first to contact the Headteacher if they have any concerns about RE provision and practice at the school.

## **Learning Resources**

We encourage the use of a wide range of resources to enrich children's learning. These include children's and teacher's books, resource packs for the Living Difference units, artwork, DVDs, artefacts and music CDs. We try to ensure RE is a lively, stimulating subject which engages all children. First hand experience of religious beliefs is sought.

As Church schools, further support in planning and provision is available through discussion our RE leader, Jennie Thompson.

## **Contribution of RE to the Wider Curriculum**

While RE has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

### **RE contributes to children's spiritual development by:**

- Understanding how our spirituality can influence our lives in different ways. We are encouraging our pupils to understand about spirituality being about your relationship with yourself (mirror moments), your relationship with others (door moments), your relationship with the world (window moments) and your relationship with something greater than yourself (candle moments).
- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth
- Learning about, and reflecting on, important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain

### **RE contributes to children's moral development by:**

- Enabling children to value themselves and others
- Exploring the influence of family, friends and other sources of moral choices
- Considering what is of ultimate value both to children and within religious traditions
- Developing an understanding of key beliefs and teachings in religion, values and moral choices
- Considering ethical issues, especially justice, which promote racial and religious respect
- Reflecting on the importance of rights and responsibilities and developing an individual

### **RE contributes to children's social development by:**

- Considering how religious and other beliefs lead to particular actions and concerns
- Reflecting on the importance of friendship and positive relationships

### **RE contributes to children's cultural development by:**

- Encountering people, stories, artefacts and resources from differing cultures
- Promoting respect for all, combating prejudice and discrimination
- Challenging stereotypes of religion and beliefs

## **RE and the Use of Language**

RE can also make an important contribution to children's use of language by enabling them to:

- Acquire and develop a specialist vocabulary
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others
- Be inspired by the power and beauty of language
- Write in different styles such as poetry, diaries and extended writing
- Highlight own ideas and those of others

## **RE and the Use of ICT**

RE contributes to children's use of ICT by:

- Helping them make effective use of ICT to investigate and learn from different religions beliefs, teachings and ideas
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs

## **Conclusion**

In essence we are aiming to help our children develop respect and sensitivity for all people and to understand more about the importance of religion in today's world.