



Mundy C of E Junior School Religious Education Policy 2025

**‘Let love and kindness be the motivation behind all
that you do.’ (1 Corinthians 16:14)**

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1 Aims

Religious Education makes a distinctive contribution to the school curriculum by developing pupil's knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions which are related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

The principle aim of RE as stated within the Derbyshire Agreed Syllabus 2020-2025 is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The main aims of RE are:

Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- Articulate beliefs, values and commitments clearly to explain why they may be important in their own and other people's lives.

(Derbyshire Agreed Syllabus 2020-2025)

2 Statutory Requirements

RE is an essential component of a broad and balanced education and its place in the Basic Curriculum is statutory. RE must be taught accordingly to the locally agreed syllabus. Religious Education at Mundy Church of England Junior School is taught using two schemes of work; the Derbyshire Agreed syllabus for RE (2020-2025) and Understanding Christianity. Both schemes offer a coherent approach to the teaching and learning of Christianity alongside other world religions.

3 Parental Right to Withdraw

Mundy C of E Junior School is an inclusive community; however, we recognise that parents have the right to withdraw their children from religious lessons and trips on the grounds of conscience. Should a parent wish to withdraw their child from any religious elements within school then they must discuss this with the class teacher, RE Subject Lead and Head Teacher. A class teacher cannot make the decision to allow a child/parent to withdraw from RE lessons. If a parent chooses to withdraw their child from RE then this must be given to the school in writing by the parent. When parents attend Mundy CE Junior School, they do so with the knowledge their child is attending a Church of England school who works closely with Derby Diocese

4 Curriculum

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 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, and must accord equal respect to different religious convictions, and to non-religious belief.

All pupils at Mundy C of E Junior School are taught RE in line with the requirements of the National Curriculum, the Derbyshire Agreed Syllabus (2020-2025) and the Understanding Christianity scheme of work.

We ensure that all elements taught within RE build upon prior learning. We offer children of all abilities the opportunity to develop their skills and deepen their understanding within each unit. We ensure that the planned progression built into the schemes of work offer the children an increasing challenge as they move through the school.

Curriculum planning for RE within school is carried out in three phases long-term (based around the Agreed Syllabus and Understanding Christianity), medium-term on each year groups plans and short-term weekly planning.

Each class teacher has a copy of the long-term and medium-term plans. These are also available on the shared server to allow ease of access and to enable short-term planning to take place.

5 Teaching and Learning

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 studied within RE.

Teaching and learning styles within 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 or events such as Christmas, Easter, Diwali etc. to develop their religious thinking.

We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting certain tasks for groups of children depending on ability.
- Creating mixed ability groups for tasks in order for students to support the needs of each other.
- Providing resources of different complexities, depending on the ability of the child.
- Using classroom assistants to support children individually or in small groups where possible.

RE is taught through a variety of methods, including:

- Role Play / Drama / Hot Seating.
- Story Telling.
- Bible readings.
- Analysing Psalms.
- Listening to hymns and religious songs.
- Collective Worship
- Singing hymns and religious songs in class or Collective Worship.
- Discussions and debates.
- Reflection.
- Religious visitors.
- Themed RE days.
- RE Workshops.
- Use of the local community.
- Visits to our local church.
- Films and videos.
- Books from with our library.
- Resources i.e., prayer mats, the Quran, diva lamps.
- Our Faith Ministers.

6 Spiritual, Moral, Social and Cultural Development

Teaching Religious Education at Mundy C of E Junior Schools provides 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 by doing so they develop their knowledge and understanding of the cultural context of their own lives. We promote mutual tolerance between members of different communities, building towards mutual respect and the celebration of diversity.

7 Equality, Inclusion and Support

At Mundy C of E Junior School, we teach RE to all children, whatever their ability. All children are provided with equal access to the RE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of RE, 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, whatever their ability.

When pupils are working above or towards the expected outcome within RE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered 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 each child's needs.

7.1 SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met - if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session. All children have the right to access a full and complete RE curriculum.

7.2 Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

7.3 Safe Learning in RE

It is important that all pupils feel safe and able to participate in RE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

8 Assessment

As recommended by the Agreed Syllabus, assessment of RE takes place against the three main aims (see the Aims of RE section of this policy). We carry out both summative and formative assessments in RE. We carry out a pre-unit assessment before each Understanding Christianity topic to assess which elements of teaching and learning are required. At the end of each lesson, we assess the children against our MyLO sheets, enabling the class teacher to see which children are working towards, expected or greater depth for that lesson. We also assess which key vocab the children have used within the lesson and provide final summative question/s to the class in order to gain an insight into the children's understanding of the lesson.

Throughout lessons, teachers use formative assessments such as; questions, observations, marking work and quizzes etc to gain an insight into the child's understanding of the lesson and to modify lessons in accordance with the needs of the class and or individual children.

9 Roles and Responsibilities

9.1 The governing body

The governing body will approve the RE policy and hold the Headteacher to account for its implementation.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RE is taught consistently across the school.

9.3 Staff

The staff are responsible for:

- Delivering RE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual children
- Delivering the curriculum without promoting their own personal viewpoint

All RE provision will be co-ordinated by the RE lead. They will ensure that staff are knowledgeable and confident to teach RE to their students. All provision will be monitored and quality assured by the RE lead. Training will be provided by the RE lead where applicable any other training deemed necessary will be provided by outer agencies.

Staff do not have the right to opt out of teaching RE. Staff who have concerns about teaching RE are encouraged to discuss this with the Headteacher.

All teachers are responsible for the teaching of RE and all teaching assistants are responsible for supporting the teaching of RE.

9.4 Children

Children are expected to engage fully in RE and, when discussing issues related to RE, treat others with respect and sensitivity.

9.5 Parents

RE is a partnership between Mundy C of E Junior School and parents/carers. We recognise that in RE, parents and carers play a core role, and we therefore welcome their engagement with our programme. It is important that RE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- The curriculum content and organisation are shared and explained
- Answer any questions that parents may have about the RE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RE in the school.

Any parents requiring more information about our RE curriculum can contact a member of the Senior Leadership Team or the RE Leader.

1 0 Training

Staff are trained annually by the RE lead on the delivery of RE and this will be monitored on an annual basis by the RE lead. This will ensure that all members of staff are up to date with any changes to the RE guidelines. This training enables staff to gain the knowledge needed to teach RE confidentially to their pupils.

The Headteacher will also invite visitors from outside the school, such as the local vicar and members of the Derbyshire Diocese Education team, to provide support and training.

1 1 Monitoring Arrangements

The delivery of RE is monitored by the Senior Leadership Team (SLT) and the RE Lead, through learning walks, pupil conferencing and book scrutiny. Children's development in RE is monitored by class teachers as part of our internal assessment systems.

Date of ratification: July 2022

Ratifying body: Mundy C of E Junior School

Intended date of next review: July 2023

RE Subject Lead: Aimee Christie