



Shinfield St Mary's C of E Junior School

RE Policy Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations

June 2013	Agreed
June 2015	Reviewed
June 2016	Reviewed with updates
September 2018	Revised and updated in accordance with the new Pan Berkshire RE Syllabus
September 2020	Reviewed and updated to include paragraph re Spiritual Development
November 2022	Reviewed
November 2024	Reviewed
November 2025	Reviewed

Next Review November 2026

This Policy is carried out within the context and spirit of the school's Vision Statement. It supports and reinforces the aims of our School, valuing all children equally and the individual gifts they and all other members of our community bring to school life at Shinfield St Mary's.

The Legal Position

The school, in accordance with its Trust Deed, provides Religious Education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the Governors decided that Religious Education in our school should be based upon the newly agreed Wokingham Agreed syllabus for RE 2026. Religious Education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

The 'agreed syllabus should not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.' (The Education Act 1944 section 26(2)).

Aims of Religious Education

Religious education aims to help pupils to:

- **Know about and understand a range of religions and worldviews**
- **Express ideas and insights about the nature, significance and impact of religions and worldviews**
- **Gain and deploy the skills needed to engage seriously with religions and worldviews**

to promote religious literacy in order to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs, enhance their spiritual, moral, social and cultural development; develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions (summarised from the Locally Agreed Syllabus for Religious Education).

Planning and Delivery

To give our pupils a broad and balanced Religious Education curriculum we follow the locally agreed Wokingham syllabus and guidance from the Oxford diocese. We have developed units of work which draw on the key questions of the syllabus and use materials from a wide variety of resources, such as Understanding Christianity, to deliver high quality and engaging lessons. The curriculum is organised to develop children's knowledge and understanding of Christianity and other principal religions and worldviews held in Britain today. Units of work build skills and knowledge to support children to connect, reflect upon and question their growing understanding of religions and expressions of belief in our communities.

Curriculum at Key Stage Two

As set out in the Agreed Syllabus, the curriculum for RE is centred around key learning questions for each key stage and required religions are specified for clarity.

In line with the 2026 Agreed Wokingham syllabus, Pupils will explore key questions through encounters with Christianity, Hinduism, Judaism, Sikhism, Islam and worldviews such as Humanism and Secularism over the course of Key Stage 2.

There are core units in each year group which set out some of the academic approaches to the study of religions and worldviews. These also deliver some of the core concepts and knowledge that will be developed throughout pupils' experience of RE.

Lessons will also provide opportunities for pupils to explore other faiths represented in own school's community. Our children's beliefs and community faiths will be considered in the children's discussions and explorations of the main religions, and this should be anticipated in the planning of lessons.

There is a clear teaching and learning approach at the heart of the 2026 syllabus, whereby teachers and pupils are encouraged to be aware of 'ways of knowing'. This emphasis on thinking carefully about how drawing on academic disciplines to facilitate thoughtful and effective exploration of key questions and concepts in RE, positions pupils as investigators and can enable them to develop effective independent study skills. The approach allows teachers to explore the disciplines of Theology (believing), Human and Social Science (living) and Philosophy (thinking). The previous focus on believing (theology), belonging and behaving (human and social science) have been joined by Philosophy (thinking), making a link to metacognition.

The key questions will themselves be further broken down into questions that are specific to the religion being studied and will focus on the learning about religion and from religion in terms of children's personal reflection and experience.

Units of work addressed may include material from religions other than those addressed by the core units. Christianity will, however, receive more attention than any other religious tradition, making up 2/3 of our RE curriculum. This will be managed in a number of ways, including, as part of our study of other religions, a comparison with Christianity.

Teaching, Learning and Assessment

The recommended method of planning teaching and learning in response to this syllabus follows a 4-step process: Engagement, Investigation, Evaluation, Expression. It will ensure that pupils both learn about and from religion/beliefs in contexts that have relevance for them and at appropriately challenging levels of difficulty.

In the teaching and learning of Religious Education a variety of resources, styles, and techniques will be used, as appropriate. Pupils will engage in activities which will also enable teachers to assess what they have learnt. The focus will be on encouraging children to develop their questioning and thinking skills. Records kept will include information of pupils' experiences and judgements about their levels of attainment and progress. Pupil conferences, and speaking and listening tasks will provide valuable insight for teachers and support the RE Leader's monitoring of the children's attainment and enjoyment of RE. Assessment will focus on what the pupils have learned and what they can do, referring directly to the taught content of a unit. Enough time must be allowed for knowledge to become embedded, and retrieval practice will be built in.

In planning and assessing RE, staff will be encouraged to be clear about the disciplinary knowledge to be delivered and ensure that adequate challenge and support is planned into lessons. A progression map of progress in subject knowledge - both substantive and disciplinary – and in the disciplinary skills is available in the Locally Agreed syllabus.

Spiritual Development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Time recommendation

Reflecting the guidance of the EAG NCFRE (2013) the agreed syllabus has been based on the expectation that pupils in Key Stage 2 will follow an enquiry-based approach to RE, taking part in 45 hours of RE across the year.

Withdrawal from religious education

Parents may withdraw their children from all or any part of Religious Education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of Religious Education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect.

In adopting this policy, the Governors of Shinfield St Mary's CE Junior School recognise their responsibility for ensuring that all children in the care of the school are given the opportunity to learn about the Christian faith and other faiths as laid out in the agreed syllabus, but also recognise their duty of pastoral care of the school's children.

Other associated Policies

PSHCE

Equality

Accessibility Plan

Collective Worship