

RE Policy

Reviewed January 2025



The Stour Academy Trust

Trust Vision

We are a Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision.

We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

We are:



Our School Values

Our values are deeply rooted in all we do and provide the foundations for this policy. Our staff and children are encouraged to apply our vision in their daily lives, by working together and growing both individually and as a group. Simultaneously, they are expected to use our values when discussing their own faith, spirituality and the experiences and beliefs of others.

At our school, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. Using the Kent Agreed Syllabus we learn about Christianity and other religions and world views, fostering respect for them. Links with our school values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims

Religious Education follows the Kent agreed syllabus. We aim to enable children to explore the meaning and purpose of their lives and to develop an appreciation of religion in contemporary life. In line with our whole school ethos and the British Values, we encourage the concepts of respect, understanding and tolerance of others, whatever their beliefs. RE lessons will also aim to foster an open and enquiring mind whilst developing empathy skills.

'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'.

This should ensure that pupils:

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

The overall aims should enable pupils to:

- *Develop conceptual understanding of religion, religious beliefs and practices* – in order that they can begin to engage in informed reflection and discussion about religions and religion.
- *Develop an informed appreciation of religions* – in order that they can explore religions with openness, interest and enjoyment.



- *Value religious and cultural diversity* – in order to enhance their social and cultural development and to contribute to a more just and civil society.
- *Create meaning from their knowledge and understanding of religions*– in order to enhance their spiritual and moral development.
- *Develop an awareness of the richness of religions and their contributions to society and culture* – in order that they can make increasingly mature judgements about the world in which they live.
- *Recognise commonality and difference within and between religions* – in order to develop respect, openness and curiosity.
- *Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals* – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.

Teaching and learning

We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the syllabus offers the children an increasing challenge as they move through the school. KS2 builds upon KS1, KS1 builds upon the Foundation Stage. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values. Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Children with Special Educational Needs will access the R.E. study units at their own level by beginning with where the children are and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child.

The teaching and learning strategies within RE lessons will vary through reading and writing opportunities linked to the English curriculum as well having the opportunity to be creative in its broadest sense, including thinking; doing; imagining; responding; speaking and listening; problem solving; as well as the creative and expressive arts.

Teachers should ensure that their children have opportunities to encounter religions, faith and commitment through visits and visitors.

Gifted and talented pupils will be offered differentiated opportunities, where appropriate, to extend their learning in order to reach their true potential.

The children will use tech to research and present their work. This will require discernment in their use of sources. Virtual tours of places of worship are used where actual visits are not possible.

The agreed syllabus requires that all children learn from Christianity in each key stage. In addition, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:



- Christianity
- Islam
- Judaism
- Hinduism
- Humanism

From the syllabus it is required that:-

- In the Early Years Foundation Stage the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures.
- KS1 - Christianity is studied (and one other principal religion in some depth)
- KS2 – Christianity is studied (and two other principal religions in some depth)

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Role of the subject Leader

The subject leader will:

- Seek to ensure that all pupils receive their entitlement of Religious Education and that sufficient time is available to deliver the Kent Agreed Syllabus for Religious Education 2022-2027.
- Ensure all teachers are aware of 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.
- Support colleagues and develop their subject expertise.
- Develop strategies to monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject, pupils progress and standards of achievement.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Impact



The children enjoy learning about other religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children can make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever-changing world.

Parents right to withdraw pupils from Religious Education

From the time of the 1944 Education Act, parents have had the right to withdraw their children from Religious Education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

Long Term Plan for RE:

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Reception Class	F1 Which stories are special and why?	F3 Which places are special and why?	F4 What times are special and why?	F2 Which people are special and why?	F5 being Special where do we belong.	F6 What is special about our world.
Year 1	1.7 What does it mean to belong to a faith community?	1.6 how and why do we celebrate special and sacred times? (different festival focus from year 2)	1.1 Who is a Christian and what do they believe?		1.5 What makes some places sacred?	
Year 2	1.4 How can we learn from sacred books?	1.6 How and why celebrate special and sacred times?	1.3 Who is Jewish and what do they believe.		1.8 How should we care for others in the world and why does it matter?	
Year 3	L2.2 Why is the Bible so important for Christians today?	2.4 Why do people pray?	L2.1 What do different people believe about God? Muslims / Christians	L2.5 Why are festivals important to religious communities. Easter focus	L2.7 What does it mean to be a Christian in Britain today?	
Year 4	L2.6 Why do some people think life is like a journey and what significant experience mark this?	L2.5 Why are festivals important to religious communities. Eid Focus	L2 Why is Jesus inspiring to some people?	L2.8 What does it mean to be a Hindu in Britain today?	U.2.7 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	L2.9 What can we learn from religions about deciding what is right and wrong.
Year 5	U2.1 Why do some people think God exists?	U2.7 What matters most to Christians and Humanists	U2.2 What would you do? (Can we live by the values of Jesus in the twenty first century?)	U2.4 If God is everywhere why go to a place of worship?	u.2.6 What does it mean to be a Muslim in Britain today?	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?		U2.3 What do religions say to us when life gets hard.	U2.9 What can be done to reduce racism? Can religion help?	U2.10 Green religion? What do religious and non-religious world views teach about caring for the Earth?	U.2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

