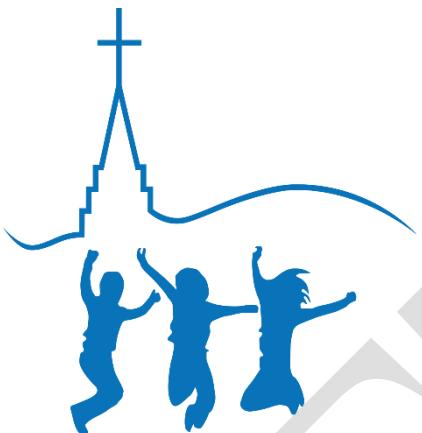


A St. Michael's CE (VA) Junior School Policy



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At St Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

By God's love, we all flourish together

RELIGIOUS EDUCATION POLICY

Ratified by Pupil & Curriculum Committee:	
To be reviewed	Autumn 2025

Religious Education

RE at St. Michael's is taught in accordance with our VA school trust deed. RE is informed by the Church of England's A Statement of Entitlement 2019 and the Church of England Vision for Education: Deeply Christian, Serving the Common Good (2016) and guidance from the Diocese of Chelmsford.

Aims and Objectives

Religious Education provides a safe space to consider challenging questions about beliefs in God, ethical issues of right and wrong and what it means to be human. In RE, we learn of religions and worldviews and how to hold well informed conversations. Children are supported to develop their 'religious literacy,' so that they can be well informed participants in the complex and diverse world in which they live. RE also aims to provide opportunities for personal development and to promote spiritual, moral and cultural development. RE is closely aligned to Relationships, Social, Health education and to British Values and Citizenship.

Curriculum Planning in Religious Education

At St .Michael's CE VA Junior School, our aspirational curriculum is informed by the Essex Agreed Syllabus 2022 and is an enquiry based approach incorporating high quality resources, such as Understanding Christianity. Our broad curriculum is designed, so that each year group study five units with a balance of theological, philosophical, human and social lenses. The Essex Agreed Syllabus defines these lenses as:

Theology is called this **thinking through believing**. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

Philosophy is called this **thinking through thinking**. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Human and Social Sciences is called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

Our curriculum aims to be 60% Christianity and 40% other world faiths and world views: Hindu Dharma and Islam are studied in depth in Years 4 and 6 and 3 and 5 respectively. We ensure that the topics studied in religious education are planned to build upon prior learning and ensure progression. We offer opportunities for children of all abilities to develop their skills and subject specific knowledge in each unit. The progression, built into the scheme of work, offer the children increasing challenge as they continue their learning journeys through the key stage encouraging a greater depth of critical thinking and understanding in all year groups.

The RE leader has meetings with KS1 and KS3 leads to consider key stage progression. The RE lead coordinates medium term planning and access to RE resources through a well-planned, comprehensive Padlet and leads CPD meetings to disseminate subject updates.

Teaching and Learning

RE is a subject with equality to the other core subjects within the curriculum. It is taught for an equivalent of 75 minutes a week and is always led by teachers with excellent subject knowledge. Lessons are taught either in discrete or blocked lessons. Blocked lessons provide opportunities for continuity and consolidation of knowledge and skills and opportunities to link learning. Enquiry led pedagogy is deployed creatively through the theological, philosophical and human and social science lenses and *high expectations for all* ensure learning of subject specific knowledge and skills that promote ‘religious literacy’. RE lessons include engagement with a variety of religious texts and forms of wisdom and authority; promote reading, writing and speaking and listening skills and the ability to hold informed discussions. RE learning prepares our children to agree and disagree well and understand others in our diverse and complex world. They are prepared to understand a range of world views to which they bring their own experience and understanding.

Assessment and Monitoring

Teachers use assessment for learning to inform lessons and ensure progression. Qualitative assessment of understanding that is expressed in a variety of creative ways is recorded informally and contributes to more formal assessment of learning outcomes termly or at the end of unit. These assessments in turn inform the progress to the age related expectations, which are reported to parents.

Inclusion and RE

Through our RE teaching, we provide learning opportunities that enable all children to make good progress. We work to meet the needs of all pupils with special education needs, those with special gifts and talents, and those learning English as an additional language.

Access and Entitlement

Although Religious Education is a statutory subject within the curriculum, parents have the right to withdraw their child from RE in part or whole and any parent who wishes to withdraw their child is expected to consult with the head teacher. It is the responsibility of the Governing Body to ensure alternative arrangements are in place.