



Thurlaston CE (Aided) Primary School
Teaching and living the Christian way of life

Religious Education Policy

Approved: February 2022

Signed

Review Date: February 2025

Religious Education Policy

Teaching and Living the Christian Way of Life

Introduction

Religious Education is an important part of the school curriculum and has equal standing with other foundation subjects. It is taught according to the terms of the Trust Deed of the school and reflects the doctrines of the Church of England, while introducing children to other world religions. Reference is made to guidance from the Diocese of Leicester and the government.

We believe that our teaching of religious education should seek to develop children's knowledge, understanding and awareness of Christianity and other principal religions represented in our country and help the children to reflect on this and the big questions in life.

Intent

Aims of RE

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

This principal aim is divided into three main categories: making sense of belief, making connections and understanding the impact.

Making sense of belief

- To give children the experience and language which will help them to develop knowledge, concepts and an understanding of religious beliefs held by people.
- To stimulate an interest in learning about worship, festivals, rituals and other expressions of religious life and practice.
- Explain how and why beliefs are understood by different people in different ways within communities
- Understand different sources of authority (e.g. texts, teachings, stories, traditions and leaders) and how these are interpreted in different ways

Making connections

- Evaluate and reflect on key concepts, articulating their own beliefs and values
- Discern connections between their own understanding of the world and ideas studied, expressing their responses critically, sensitively and respectfully

- Consider different types of questions such as theological, philosophical and anthropological

Understanding the impact

- To help children to understand and respect how religious beliefs and values affect ways of living.
- To introduce children to the lives of key figures in Christianity and other world faiths, and to how people have responded to their teaching and example.
- To develop in children a reflective and caring approach to life.
- To foster children's feelings of awe, wonder, delight and mystery and an awareness of a spiritual dimension to their lives.
- To help them face and learn from life experiences which they may encounter such as loss, fear and suffering.
- To prepare children for life in modern Britain.

Implementation

Time allocation

Children spend between 36 and 45 hours per year on RE dependent upon age. The teacher chooses how that time is allocated and may teach weekly lessons or combine lessons and teach a unit as a block of work.

Planning

RE is planned with a 2 year rolling programme in Year R and Year 1; in Year 3 and Year 4; and in Year 5 and Year 6. Year 2 is taught as a single year group each year. The Leicestershire Agreed Syllabus is used which incorporates teaching units from Understanding Christianity materials. See appendix a.

Special Needs and Differentiation

Work is planned to provide for a wide range of pupil ability and experience in each class. Where necessary additional resources are provided, including Learning Support Assistants, but more often differentiation is by support and outcome. More able pupils are challenged to question and research in more depth and use deeper thinking skills. Access to the curriculum is provided for all pupils. Parents have a right to withdraw their children from RE and Collective Worship. School would welcome the opportunity to discuss the situation with parents before them using this right.

Impact

Assessment

Assessments and records have been devised to link to the scheme of work. All pupils are assessed at the end of each unit of work by observation, discussion, work produced etc. The children are assessed against the objectives in the units of work which are derived from the three categories: ***making sense of belief, making connections and understanding the impact.*** Furthermore, teachers are invited to make any general comments which should be passed onto the next teacher. Records are collated and tracked by the RE Subject Leader. RE is reported to parents in the children's annual report.

Appendix a

[Properties](#)

Thurlaston Primary School Curriculum Map RE

		Autumn 1	Autumn 2	Spring 1	Spring 2
Class 1	Cycle 1 2022 - 23	1.10 What does it mean to belong to a faith community?	F2 Why is Christmas special for Christians?	1.4 What is the good news Christians believe Jesus brings?	F3 Why is Easter special to Christians?
	Cycle 2 2021-22	F6 What times/stories are special and why?	1.3 Why does Christmas matter to Christians?	1.7a Who is Jewish and how do they live?	1.7b Who is Muslim and how do they live?
Class 2		1.1 What do Christians believe God is like?	1.2 Who do Christians say made the world?	1.6 Who is Muslim and how do they live? (double unit)	1.5 Why does Christmas matter to Christians?
Class 3	Cycle 1 2022-23	L2.1 What do Christians learn from the Creation story?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be a Hindu living in Britain today?	L2.4 What kind of world did Jesus want?
	Cycle 2 2021 - 22	L2.2 What is it like for someone to follow God?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.5 Why do Christians celebrate Good Friday?
			U2.11 Why do some people believe in God?		U2.5 What do Christians believe about the afterlife?

