



**GREAT FINBOROUGH
CHURCH PRIMARY**

Religious Education Policy

'Still other seed fell on good soil, where it produced a crop- a hundred, sixty or thirty times what was sown.'

Matthew 13 Verse 8

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Date Last Reviewed:	November 2024
Chair of Governors:	Liam Page
Chair of Committee:	Rev Sarah Jenkins
Minuted:	28.11.2024
Date of next review:	November 2026



RELIGIOUS EDUCATION

Our School Vision

Rooted in Faith; Enriching Young Minds

‘Still other seed fell on good soil, where it produced a crop- a hundred, sixty or thirty times what was sown.’

(Matthew 13 Verse 8)

Our parents and carers entrust us with the most precious of gifts in their lives- their children. It is our responsibility to take this most precious of seed and provide them with the best opportunity to grow as individuals and to learn how to contribute to the wider communities they belong to.

We believe that a broad and balanced curriculum, and the daily life and work of our school, provides the deep and fertile soil. This is needed by our pupils, the seeds, to enable them to put down roots for stability, warmth for support and nutrients (knowledge and skills) to flourish.

As the early shoots of growth begin to appear, the individuals in our care not only need a fertile soil but also need the right additional conditions to truly reach their full potential and to prepare them to fulfil their life in the wider world to which they belong. This enrichment is provided through a curriculum where first-hand and real life experiences and opportunities are at its heart. This enrichment enables our children to learn, develop, retain and apply their newly learned knowledge and skills from, and to, the world around them.

By the end of their journey with us, if we have been successful, our seeds will have grown in to strong, flourishing and caring individuals ready for their next stage of learning and will increasingly use their strength, knowledge, skills and love to support and benefit others to flourish- If achieved, this will in time produces a crop greater than that which was originally sown.

Our RE Intent Statement:

At Great Finborough Church Primary School, Religious Education is regarded as a core subject in line with English, Maths and Science. We believe that RE should be of the highest standard and that it should reflect our school’s distinctive Christian character. In RE, it is our intent that children will learn about and learn from other religions and foster respect for different religions and world views.

They are taught to understand the belief and practice of Christianity, which influences our school and community. They also have ample opportunity to explore major world religions outside of their experiences, enabling them to deepen their understanding and appreciation for beliefs and cultural practices locally, nationally and globally.

Open-mindedness, respect for all, appreciation and wonder, and self-awareness are the key attitudes that are embedded into our RE teaching and learning. Through an enquiry based approach, RE allows us to nurture children’s ability to ask questions; share ideas; reflect; and develop self-awareness, which in turn supports their individual spiritual growth and development. Our RE curriculum also cultivates the children’s curiosity about the faith of people and the communities we share our world with and helps them to understand what drives people of faith to live the way they do, fostering respect and tolerance for others.

Our RE Implementation Statement:

RE is taught in weekly sessions across the school. We follow the Suffolk Agreed Syllabus for RE and use the multi-faith scheme called 'The Emmanuel Project' to support our delivery of the learning themes and key concepts.

'The Emmanuel Project' allows for a consistent and progressive whole school approach to RE and it includes engaging, creative and exciting activities that offer a high level of challenge. The religious knowledge, skills and concepts are taught in a progressive way to ensure that children's understanding is extended and broadened each year.

Children are taught using an enquiry cycle to engage, enquire, explore, evaluate and express their learning. An exploratory question is posed at the beginning of each unit (of which there are six per year). Our approach enables learners to look first at a religious text before moving on to looking at the impact of this concept in the religious community and on the life of the individual: it reflects a good balance between theology, philosophy and human sciences. Pupils are encouraged to broaden their understanding by recalling and applying previous knowledge, making links, revisiting key vocabulary and concepts when comparing and contrasting different beliefs and themes.

To support the teaching of RE, the children have access to a range of religious artefacts and texts from a variety of world faiths. Acknowledging different learning styles, children may learn through drama, song, stories, art, discussions and video clips.

We have strong links with our local churches and Reverend Sarah and Reverend Pauline play an important and active role in the Christianity units of the RE curriculum. They support us with activities throughout the year such as whole school services and 'Experience' days.

At the end of each unit, we assess children's knowledge and understanding of the concepts taught using a variety of methods. These methods supplement each other and allow us to assess the quality of the children's work and understanding. We then use these to provide a secure grade for the work completed. Children's knowledge is assessed as being either at a beginning, developing, expected or greater depth level. These half-termly levels contribute to an end of year grade.

Our RE Impact Statement:

By the time our children leave Great Finborough Church Primary School, ready to embrace the next stage in their learning, our children will have:

Reflected upon their own spiritual identity and core values.

Become well versed in the stories from the Bible that tell Christians about God and how they should live their lives.

Attended and participated in whole school Christian services and have a deep understanding of the reasons for the Christian festivals during the year.

Broadened their knowledge, understanding and appreciation of different religions, world views, beliefs and practices.

Developed the ability to ask others about their faith and beliefs in a mature and respectful manner.

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Acquired a vocabulary to contribute constructively to debate about religions including the similarities and differences between the practices and way of life of different religions and worldviews.

Explored a variety of artefacts and texts from different religions and visited local places of worship, showing an awareness of the beliefs held within our local communities.

Thought carefully about how they can support their local community and carried out charitable work.

Ultimately, RE will allow the children to deepen their own spiritual identity and develop an understanding of different religions and worldviews.

Withdrawal from Religious Education:

Parents may ask for their child to be withdrawn (totally or partially) from Religious Education (Education Act 1944). Parents are not required to give reasons for withdrawal. If parents do wish to withdraw their children, they should contact the Headteacher, in writing. Parents and the Headteacher will then reach an agreement of how alternative Religious Education or supervision will be provided.

Monitoring, Evaluation and Review:

It is the role of RE Subject Leader and the Curriculum Leader to monitor and evaluate Religious Education in the school, through lesson participation, book looks and pupil voice interviews.

The RE Subject Leader and Curriculum Leader meet regularly with the Governors' Ethos Working Party.

Our close links to the diocesan team also enables support in the monitoring, evaluation and review of RE from the Diocesan School Effectiveness Officer and School's RE Adviser.

Reviewing this Policy:

This policy will be reviewed every two years or earlier if necessary.