

St John the Baptist

RE Policy

Colossians 2:7 (NIV): *"Let your roots grow down into him, and let your lives be built on him. Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness."*

"Our vision is to grow in Christ, to belong to community, to serve with purpose, and to embrace inclusiveness. Inspired by Colossians 2:7, we strive to help each child put down deep roots in faith, build strong foundations in truth, and grow in character. Rooted in Christian values of respect, resilience, honesty, and love, we nurture every child spiritually, academically, and socially. We celebrate the uniqueness of each individual, fostering a sense of belonging where every child feels seen, valued, and included. Guided by this inclusive spirit, we help our children become confident and compassionate so they can bring joy to others and live with purpose in their community and beyond."

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Statement of intent

As a church school, St John the Baptist recognises the core place that RE occupies in relation to our Christian distinctiveness and regard it as one of our core subjects. The teaching of Christianity sits at the heart of our RE curriculum, but we recognise the variety of religious and non-religious backgrounds that make up our school community. We recognise the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of the **LA**.

The school has created this policy in order to ensure that all pupils:

- Know and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with Biblical text.
- Gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and world views being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage.
- Explore their own religious, spiritual and philosophical ways of living, believing and thinking.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2023) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2024) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an **annual** audit of all related resources.
- Managing and maintaining writing resources.
- Liaising with the SBM to purchase further resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.

- Collating assessment data and setting new priorities for the development of RE in subsequent years.
- Reviewing and updating long-term and medium-term lesson plans on an **annual** basis, and communicating these to teachers prior to the start of a new term.
- Liaising with Parish Church Leaders/Clergy.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the **LA**.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the **LA**.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, considering pupils' needs and identifying the methods in which topics could be taught.

3. Curriculum

St John the Baptist adheres to the locally-agreed syllabus of the **LA**.

RE is an academic subject that has a high-profile in our school curriculum. Senior leaders ensure that teaching, learning and resourcing of RE is strongly in place.

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

The school will make provisions to account for parents' right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging in biblical texts and theological ideas
- Working with local communities to promote the beliefs taught in our lessons.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.
- Pupil contributions are valued in RE as they draw on their own experiences and beliefs
- Opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.

Our RE curriculum map is based on the West Sussex aAgreed Syllabus 2020-2025 and we use the Understanding Christianity units of work for Key Stage 2 and the Discovery units of work for Key Stage 1. We use the Discovery units in Key Stage 2 to cover other religious faiths.

4. Teaching and learning

The RE curriculum is delivered at least **once a week** for **KS1** and **KS2**.

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating
- Dramatic performance
- Art

To improve communication and language in the classroom, teachers will encourage pupils' with:

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

5. Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

6. Assessment and reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year.

Formative assessment will be carried out routinely throughout the year; assessment will be carried out at **the conclusion of each topic** to measure pupils' development throughout each **half-term**.

The results from formative assessments will be used to inform teachers' lesson plans.

Summative assessment will be carried out at **the end of a unit of work**. Teachers will use the results to assess pupils' overall achievement for each half term.

The progress of pupils with SEND will be monitored by the SENCO. The SENCO will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively.

7. Resources

Writing resources, such as books, dictionaries and thesauruses, are stored in **each classroom**.

Display walls will be utilised and updated on a **termly** basis, in accordance with the topics being taught at the time.

Writing equipment and resources will be easily accessible to pupils during lessons.

The school library will contain an array of resources to support pupils' learning.

The subject leader will undertake an audit of writing equipment and resources on an **annual** basis.

8. Equal opportunities

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

9. Monitoring and review

This policy will be monitored and reviewed by the subject leader.

The scheduled review date for this policy is **August 2028**.

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of the **LA**.

Any changes to the locally-agreed syllabus of the **LA** will be communicated to the headteacher

Any changes to this policy will be communicated to all teaching staff.