

ROBERT PIGGOTT CE SCHOOLS
Grace, Courage, Friendship

Our School Vision

Our vision is rooted in the understanding that 'A tree is known by its fruits.' (Matthew 12:33)
We seek to live this through our values of grace, courage and friendship.
We are committed to nurturing our children to flourish in mind, body and spirit,
enabling them to become confident, creative and resilient learners
who contribute positively to our local and global community.

RELIGIOUS EDUCATION POLICY



Committee Responsible: Curriculum

Date of Review: June 2025

Next Review: June 2027

Signed: Executive Headteacher – Vanessa O’Byrne

Signed: Assistant Headteacher – Ali Sinfield

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Introduction

This policy is a statement of the aims, principles and strategies for the provision of RE for pupils in the Robert Piggott CE Infant and Junior Schools, Wargrave.

Religious Education has a unique place in the curriculum being neither a core nor a foundation subject; the 1988 Education Act states that “Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils”. At the Robert Piggott CE Schools, RE plays a central role in offering the broad and balanced curriculum that will enable pupils to participate fully in life in modern Britain and the wider world. By working collaboratively across the schools we can achieve consistency in approach for all of our children, their families and other stakeholders.

We aim to:

- Engage pupils to enquire into and explore questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- Provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- Develop pupils’ understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- Enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- Enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- Encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.
- Enable the children to recognise how our Christian school values of Grace, Courage and Friendship are also present in other world faiths.

We do this through:

- Planning to ensure breadth and progression in children’s learning.
- Planning for the range of abilities within our classes, ensuring that children with SEND are fully included and supported.
- Offering a range of learning experiences which stimulate the children’s interest, including visitors and visits, practical activities, use of artefacts, pictures, copies of texts, and online resources.
- Linking RE to other subjects or using RE to lead cross curricular topics. Making links between RE lessons and Collective Worship when appropriate.
- Believing that all children are able to understand abstract concepts at their own level.
- Modelling the behaviours and attitudes to RE that we desire from the children, including a curiosity about, and respect for, Christianity and other faiths.
- Continually reviewing and reflecting as class teachers on the opportunities we are providing so that teaching and learning in RE can continue to improve in the future.

Strong links with St Mary’s church, Wargrave include regular visits from clergy and visits to the church by EYFS and Key Stage 1. Key Stage 2 Year groups visit a non-Christian/ non-C of E place of worship each year so that children can experience how people of other denominations/ religions practice their faith. RE teaching is further supported by working with RE Inspired and visitors of other faiths other to help the children understand how people worship and carry out their faith in everyday life.

Planning

Our RE curriculum offers a balance between deepening children’s knowledge and understanding of the Christian faith and exploring how people of other religions practice their faith through a combination of units from Discovery, Oxford Diocese and Understanding Christianity. This programme meets the requirements of the Pan-Berkshire Agreed Syllabus through an enquiry-based approach.

Planning reflects the statutory number of hours study per year for each Key Stage (currently 36 hours KS1 and 45 hours KS2). Foundation Stage has no set number of hours or outcomes - “learning is expected to be experiential and thematic” (Pan Berkshire syllabus 2018 – 2023).

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Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and develop their understanding of difficult concepts and challenging questions. RE learning is recorded in class learning journey books.

Recording and Assessment

Recording: Class books provide the opportunity to record RE work through photographs of drama work or models/ individual post-it thoughts/ whole class notes from discussions and group/individual writing.

Assessment: Formative assessment is our day to day assessment, based on what children show us they can do in a lesson. This can be in the form of observation, discussion, feedback, questioning, note-taking, photos or video evidence or marking, and is used to guide the teachers' planning for the next lesson. Individual end of unit reflections are kept in a class RE assessment folder as a summation of what they have learned and understood from each topic.

Monitoring

Monitoring of the teaching and learning of RE is undertaken by the RE Subject leader. This can include work scrutiny, lesson observation and drop-ins, pupil voice and staff questionnaires. In the first half term of each year the subject leaders create an Action Plan which is shared with staff and Governors.

Equal opportunities and Special Educational Needs

Our RE teaching makes a significant contribution to inclusion, particularly in its focus on promoting respect for all. It has a role in challenging stereotypical views and appreciating, positively, differences in others. It also helps to develop pupils' self-esteem. All children have equal access to the whole RE curriculum and are given opportunities for developing their skills regardless of gender, race or special needs. Some children may need support to access text or communicate their ideas by working with a suitable partner or teaching assistant. The RE curriculum lends itself well to challenging more able pupils through the use of higher order questioning and development of thinking skills. These skills are embedded in our approach to teaching RE.

Visits and Visitors

We recognise the importance of first-hand accounts from people of faith link to importance of celebrating diversity. Primarily this takes place through our links with St Marys Church, Wargrave. Clergy and other members of the church visit school regularly and the children visit the church on several occasions throughout the school year. We also welcome into school parents and other visitors of other faiths to share with the children how they live their faith on a daily basis, as well as their special occasions and festivals. Throughout the schools, children have opportunities to visit places of worship for other faiths: Synagogue, Gurdwara and Mosque as well as other Christian places of worship (eg: Baptists church) and to St Mary's. The RE Inspired initiative provides opportunities for children to explore aspects of Christianity through workshop sessions.

Professional Development

The RE subject leader keeps up to date with developments in RE by attending courses and local network briefings and feeding back to staff. INSET is arranged when needed, informal discussions help to develop subject knowledge across the staff, and planning may include supporting notes.

Withdrawal from Religious Education

We note the rights of parents and carers to withdraw their children from RE and of teachers to withdraw from teaching the subject.

However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children and staff feel comfortable with the Religious Education being taught at these schools and value its aims, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.