

Queen Eleanor's Church of England Junior School
An Academy in the Good Shepherd Trust
Queen Eleanor's Road, Onslow Village,
Guildford, GU2 7SD



Religious Education Policy

Date	Review Date	Coordinator	Responsible Body
19/06/2024	19/06/2025	RE Coordinator	Children's Committee

1. Definition

Religious Education should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. We aim for our RE provision to reflect our school vision:

Queen Eleanor's School Vision

Jesus the Good Shepherd said, "I have come to give life – life in all its fullness." John 10:10

Queen Eleanor's is a church school that serves the community:

- Offers a loving, welcoming and respectful environment that celebrates children and families of all faiths and none
- Provides an oasis of green space that supports physical, mental and spiritual wellbeing
- Values a rich and growing diversity, enabling all children to have a voice and become global citizens
- Nurtures curiosity and enables children to thrive and achieve academically

We aspire to bring life in all its fullness through our pastoral care, rich curriculum and inclusive community.

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner.

Religious Education contributes dynamically to pupils' and students' education by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE they learn about and from worldviews, including Christianity and other principal religions and beliefs (including non-religious perspectives such as Humanism) in local, national and global contexts, to discover, explore and consider different answers to these questions.

Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip them with systematic knowledge and understanding of a range of worldviews, beliefs, concepts and practices, enabling them to develop their ideas, values and identities (personal knowledge). Religious Education should also develop in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious Education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

2. Aims

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:



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- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.
- To demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life;
- To recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;
- To develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience;
- To develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development;
- To develop the ability to make reasoned, informed and creative responses to religious and moral issues;
- To recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

3. Time Allocation

Reflecting the Church of England Statement of Entitlement for Religious Education 2019, parents and pupils are entitled to expect that Christianity is the majority religion studied in each year group and should be at least 50% of curriculum time. A minimum 5% of weekly curriculum time, but ideally more, meeting explicitly RE objectives, is committed to the delivery of RE.

Note: Collective Worship is not part of the "taught day" and so is not included in the calculation of R.E. teaching time

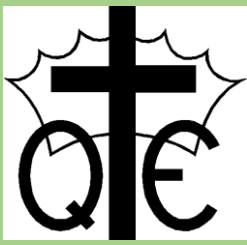
Each class has a weekly one-hour Religious Education lesson. In addition to this time, visits with a religious focus are included in the individual units of study e.g. Cathedral workshops, visits to the parish church and other places of worship.

This time allocation adheres to the Dearing Review recommendation of 45 hours per year [180 hours over Key Stage 2].

4. RE Curriculum, Teaching and Learning

Religious Education is taught according to the Surrey Agreed Syllabus for Religious Education 2023-2028.

Using these as guidance the Subject Leader will create bespoke units that incorporate cross-curricular topics for all year groups in addition to discrete units where necessary (see below):



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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Christianity: How can artists help us to understand what Christians believe?	Christianity: How did Jesus change lives and how is it 'good news'?	Islam: How does 'ibadah' (worship) show what's important to Muslims?	Christianity: What's the Bible's 'Big Story' – and why is it like treasure for Christians?	Judaism: What times are important for Jewish people?	Thematic: Why do people make promises?
Year 4	Christianity: What did God promise to his people?	Christianity: What did Jesus say about God's Kingdom and why is it 'good news'?	Sikhism: What do Sikh people value?	Christianity: For Christians, is communion a celebration or an act of remembrance?	Humanism: How do non-religious people celebrate new life?	Thematic: How do people try to make the world a fairer place?
Year 5	Christianity: Why is the idea of 'rescue' so important to Christians?	Christianity: What do Christians believe about creation?	Judaism: What does it mean to be part of a synagogue?	Christianity: How did the Church begin and where is it now?	Islam: What helps Muslims to lead a good life?	Thematic (NATRE): What can be done to reduce racism? Can RE help?
Year 6	Christianity: How is God Three – and yet One?	Christianity: What do Christians believe about the Messiah – and why is it good news?	Hinduism: Why should Hindus live a good life?	Christianity: For Christians, what difference does it make to belong to God's kingdom?	Buddhism: What is the 'Buddhist' way of life?	Thematic: Who am I and where do I belong?

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- 'God': relating to theological approaches;
- 'Identity': relating to more philosophical approaches;
- 'Community': relating to sociological approaches.



These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways.

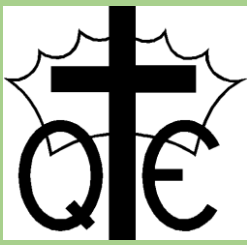
Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

Pupils extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and are introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. Pupils make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs.

Pupils are encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.

Pupils further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and are introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories.

Pupils continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.



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RE Resources are currently stored in the Year 6 block. We have one artefacts box to represent each of the world religions (excluding Christianity): Islam, Hinduism, Sikhism, Buddhism and Judaism. Christianity resources are kept in individual classrooms.

5. Assessment and Monitoring

Assessment in Religious Education will:

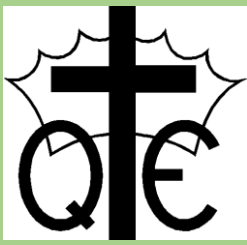
- Be directly related to the expectations of the Surrey Agreed Syllabus
- Recognise the importance of Religious Education in a Church school, while also recognising that the taught time is considerably less than that of English and Maths.
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

Class teachers will use the learning objectives set out by the Surrey Agreed Syllabus as well as written reflections made by pupils after each unit to assess and monitor individual progress. The Religious Education subject leader and members of the local committee are responsible for monitoring the standards of the children's learning and the quality of teaching in religious education.

6. Role of the RE Co-ordinator

The subject leader will endeavour to carry out a variety of responsibilities:

- Support colleagues in the teaching of Religious Education.
- Be informed about any current developments in the subject, locally and nationally.
- Provide a strategic lead and direction for the subject in the school.
- Attend termly RE network meetings at Guildford Diocese.
- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.



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7. Legal Requirements and Withdrawal

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child from all, or part of Religious Education, and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.

Where pupils are withdrawn from all or parts of the RE curriculum, they will engage in a personal project linked to the wider curriculum.

Headteacher:	Mrs Jo Davies	Date:	19/06/2024
Chair of Governors:	Mrs Claire Stennett	Date:	19/06/2024
Policy Number:			