Religious Education Policy

Subject Lead: Mrs Louise Roach

Policy Updated: September 2026

Review Date: September 2027

Our Vision and Values

As a Church of England School, our overarching biblical foundation is:
'I praise you because you made me in an amazing and wonderful way' Psalm 139:14 ICB

Our vision is for all to flourish in a happy and caring community that is filled with a love of learning, and where the core Christian values of **kindness, honesty** and **perseverance** underpin how we live and work each day.

Our school is dedicated to providing a place of effective teaching and where there is excitement and pleasure in learning so that each child may achieve their fullest potential. We aim to play a positive role in the community, meeting the needs of families inclusively and supporting individual wellbeing and personal, spiritual, social and cultural growth through the ethos and practices of our Church of England school.

Curriculum Intent

At Seer Green CE School, we aim to ensure that every child's learning is knowledge rich, relevant and engaging. We help our pupils to understand that they learn best by being actively curious, creative and collaborative; and we inspire them to leave us knowing that they are each truly special and feeling that they are prepared for the world beyond with the resilience and ambition to thrive.

Religious Education- Intent (aims)

We believe that a high quality religious education will help pupils gain a coherent knowledge and understanding of the nature, role and influence of religion in the world. Teaching should equip pupils to think critically, ask perceptive questions, formulate reasoned opinion and handle controversial issues and truth claims. It should provide pupils with the opportunity to pursue a personal quest for meaning, purpose and value and to develop an understanding of, and respect for, different beliefs and lifestyles.

The development of human cultures and the lives of millions of people have been influenced by religions and beliefs; RE enables pupils to recognise this and respond to it so that they can learn more about themselves and their place in the world.

The subject has a key role in enabling pupils to achieve and in preparing them for the opportunities, responsibilities and experiences of life. Our Christian values of Responsibility, Respect, Honesty, Thoughtfulness and Perseverance are interwoven into the teaching and learning along with our overarching biblical foundation, *'I praise you because you made me in an amazing and wonderful way.' Psalm 139:14 ICB.*

SMSC Development

Nurturing the whole child spiritually, morally, socially and culturally is at the heart of pupil development. We encourage children's spirituality by exploring beliefs, experiences and emotions, enabling them to gain an insight into that which is beyond us and inside us.

Children enjoy learning about themselves and other cultures from around the world; we encourage the use of imagination and creativity. We give opportunities for all children to explore spirituality through the use of reflection in lessons and in Collective Worship. Children develop an understanding of looking back and contemplating upon their experiences and how these experiences shape and develop them as people. This may be through the use of a Bible or religious story, discussions, a song, a picture or a reflection activity. Children are given opportunities to wonder about the world's amazing qualities; to ponder upon big questions and to express their thoughts and feelings. Through this, they are learning to live by putting into action what they believe and value.

We respect all faiths, feelings and values. Our school curriculum and RE in particular, is underpinned by the Christian distinctiveness of the school. This leads directly to good pupil behaviour, attitudes and fair morals whether they are Christian, another faith or none and enables children to learn 'from' as well as 'about', and to appreciate all people.

Approach to Teaching and Learning (Implementation)

Our curriculum uses the schemes of work from the NATRE Primary Curriculum with guidance from the Bucks Locally Agreed Syllabus.

Quality RE: (Bucks Agreed Syllabus for RE- Challenging RE)

- Teaches pupils about Christianity and other religions and worldviews so that they can understand the world better and develop their own sense of place within it.
- Engages pupils of any religious faith or none and of all academic abilities and social backgrounds.
- Enables pupils to engage with a range of sources such as texts, artefacts, and people.
- Challenges pupils to question and explore their own and others' understanding of the world.
- Does not seek to urge beliefs upon pupils, nor compromise their own beliefs but rather to deepen their self-understanding and understanding of others.

- Raises questions of identity, meaning, purpose and value and encourages pupils to reflect on experience, ways of living and ways of knowing.
- Contributes positively and powerfully to the spiritual, moral, social, and cultural development of pupils (SMSC).
- Provides opportunities for pupils to develop communication and thinking skills.
- Explores visions of humanity.

Inclusion

In consideration of pupils' varied life experiences and needs we will ensure that the RE curriculum is available to all pupils, with equal and appropriate access regardless of gender, race, or ability. Pupils identified as having SEND will be supported according to their provision plan. Teachers may wish to use knowledge organisers with SEN children and those with lower prior attainment and pre-teaching to orientate children and allow them to achieve the objective of the lesson

Monitoring

The RE co-ordinator will monitor the delivery of the Schemes of Work through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the teaching and learning effectiveness will be conducted on the basis of:

- End of unit assessments
- Teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Lesson observations
- Book scrutiny
- Pupil engagement

Assessment and Recording

All pupils will have the opportunity to fully access the RE programme of study, whatever their individual level of academic need.

RE is subject to the same assessment policies as other areas of the National Curriculum. However, RE attainment will be achieved in line with the criteria set in the Buckinghamshire Agreed Syllabus – Challenging RE. At Seer Green CE School, we use tracking documents designed by the Oxford Diocesan Education Department.

The Law and Religious Education - The Right of Withdrawal

<u>Advice from the ODBE</u>
When a request from parents to withdraw their child from RE lessons is received by a school, the request should be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school must make clear that the parents' right to withdraw their child has been granted and that they are not required to give reasons for their request.

Enrichment

The curriculum is enriched by range of different visits and visitors during the school year. Children regularly visit the local church, Holy Trinity in Seer Green as well as Seer Green Baptist Church and Jordan's Friends Meeting House; they also visit Maidenhead Synagogue and Bhaktividanta Manor, a Hindu temple. Parents, visitors and children lead presentations about other faiths. Each year, the school also takes part in a prayer workshop for European Prayer day.

Equal Opportunities

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school. We ensure that all religions and cultures are represented in a fair and unbiased way and stereo typing is discouraged. Every experience, wherever and whatever it may be, is significant, for the attitudes and behaviour that constitute the prime material for a child's moral valuations and development.