



# St Leonard's CE Primary Academy

Living and Learning Together with God's Help

## **RE Policy 2025-26**

This policy should be read in line with our schools' vision statement, 'Living and Learning Together with God's Help', as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, being a unique human being, made by God and Loved by him, and so develop a love of lifelong learning and a sense of community, as we grow together as part of God's family; being with God and having his help as we live and learn together in all that we are and seek to be

### **Intent: What do we want children to learn?**

At St Leonard's, R.E teaching will be enjoyable and encourage a love of learning. It will start with the child's own perspective, creating space within learning in which the child's knowledge, ideas, attitudes, values, beliefs and spirituality are recognised and articulated. We will develop the child's use of language, enabling them to learn to think critically and express their ideas, values, beliefs and spirituality. Through our R.E teaching we will build knowledge and understanding of the beliefs and practices of Christianity and the other principal world faiths, encounter the insights and understandings of other religious traditions and secular world views. The children will be given the opportunity to focus and reflect critically on a range of visions, wisdom and truth claims belonging to the world's religious traditions and secular world views. The children will understand that R.E. isn't exclusive, they will explore right and wrong, morality and ethics, within religion and human experience. They will develop their own creativity and spirituality, and an appreciation of creativity and spirituality of others, as well as their own perspectives, conclusions and responses to the issues raised by religion and human experience.

We aim to help children understand that questions in RE are in the main contentious, and that worthwhile questions in RE will seldom simply be answered by facts. In RE we aim to develop a classroom where inquiry is the norm - children are encouraged to look for alternative possibilities and to be open-minded and flexible in their thinking. We aim to teach children to think for themselves, become reflective learners and draw their own conclusions.

Our R.E teaching has an enquiry-based approach and includes a focus on the skills of: Investigation, Interpretation, Analysis, Evaluation, Synthesis and Application.

Our values will enable our children to show tolerance and understanding of others and promote cohesion. They will support the promotion of self-worth, encourage pupils to recognise the value of community and their place in the world.

### **Implementation: How do we do this at St Leonard's CE Primary Academy?**

Religious Education is taught on a weekly basis. Teachers will develop key learning objectives linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

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 extend their understanding of difficult concepts and challenging questions.

Pupils' progress in RE is based on the expected outcomes outlined in Oak National Academy, which in turn have been developed in line with national guidance. We track individual pupils' progress, whilst also bearing in mind that the expected outcomes do not cover all aspects of teaching and learning in RE. For example, pupils' personal views and ideas are not subject to formal assessment, and yet are central to good RE.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

**Impact: What will children be able to do once they have left St Leonard's CE Primary Academy?**

Religious Education at St Leonard's develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other world religions, religious traditions and world views
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths
- understanding of the influence of faith and belief on individuals, societies, communities and cultures
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices and the communication of personal responses to these

Religious Education at St Leonard's encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- understand the influence of religion on individuals, families, communities and cultures
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own

Religious Education at St Leonard's enhances pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression

- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses

Religious Education at St Leonard's offers...  
opportunities for personal reflection and spiritual development

### **Inclusion**

Throughout, it is our aim to provide equal opportunity and access to the RE curriculum for all of our pupils regardless of disability, race or gender. We will ensure that the rich and rewarding RE, worship and reflection spaces are open to all our pupils. We recognise our duty to all pupils to provide them with an RE curriculum that meets the special needs of individual pupils. We aim at all times through our planning, to respond to the diverse range of pupils learning needs. We understand that our pupils bring to school different experiences, interests and strengths, which influence the way they learn. We aim to provide for all children to achieve, planning with an awareness of these needs and having high expectations at their best level. We will make every effort to ensure that the methods and materials used are free from prejudice or bias against any particular group and be aware that we need to target and adjust to meet the needs of some. EAL pupils will be supported in their understanding of RE and we feel it is important to recognise the importance of their first language, make links with the home and to make use of home language to assist learning. It is important to ensure that in these circumstances the child's cognitive ability is taken into account when assessing their work.

### **Assessment, Recording and Reporting.**

Assessment for learning is embedded into classroom practice. The results from this assessment are used to inform future planning. Teaching is evaluated and modified where necessary. Each teacher identifies the next steps for the children in their class.

At the end of each curriculum year, children will be assessed, using the following judgements:

- A - Above age related expectations
- At - Working at age related expectations
- B - Below

The progress and academic achievement of each child will be monitored throughout the academic year. Teachers will assess children's development at the end of every term, based on each new unit of learning this will ensure that children are on track to achieve and progress at least in line with the previous end of year assessments.

Parents are invited to parent interviews with the class teacher twice a year. They receive an annual written report that will include their child's levels.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programs. These will be reflected in the School Development Plan. The RE lead will arrange for relevant advice and information, such as feedback from courses or

newsletters, to be disseminated. Where necessary, the RE lead and head teacher will organise or lead school-based training.

### **Monitoring and Evaluation**

At St Leonard's, we continually review and monitor practice to ensure thorough coverage and good teaching standards are maintained to meet the needs of all our children. The monitoring and evaluation of teaching and learning, in RE, is carried out by the RE Lead and the Head teacher.

This takes place in the following ways:

- Annual audit and review of subject by the subject lead, to inform the School Development Plan.
- Analysis of progress
- Attendance at RE Leads network and training meetings to link with Primary RE Advisors and other RE Leads - to keep informed about the subject locally and nationally including new initiatives.
- Leading staff meetings focusing on RE areas where new national or local practice and initiatives will improve current practice and also on areas highlighted in School Development Plan and Annual Audit and Review.
- Discussion at staff meetings to ensure consistency of approach, standards and expectations.
- Scrutiny of work, sampling of records etc. from monitored children.
- Collection of work samples to demonstrate achievement, range of activities, special events.
- Observation of RE lessons
- 'Learning Walks' to focus on a particular aspect of RE.
- Feedback to staff on areas of strengths and areas of development.

It is the task of the RE Lead to manage the subject across the year groups throughout the whole school.

This involves:

- Being responsible for policies, schemes and all documentation relating to RE (with support from the SMT) and ensuring they relate to current practice and are familiar to all staff.
- Encouraging and supporting all staff in the teaching of RE.
- Promoting good practice, keep abreast of new development, working through current issues in a balanced informed way, being committed to school improvement.
- Monitoring RE throughout the school in a range of ways, to ensure consistent practice and children make progress.
- To budget for and manage resources.
- The RE Lead is responsible for purchasing or organising all resources for this subject; the purchase, organisation, allocation storage and management of all resources for the RE Curriculum.

This policy was created by the RE lead, in consultation with the Headteacher and teaching team, and its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the RE Lead, on behalf of the Head Teacher and Governors.

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