



Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.
Inspired by John 10:10, we strive for all members of our community to learn and live
'Life in all its Fullness'.

RELIGIOUS EDUCATION POLICY

Our Christian Vision

Our Christian vision is inspired by John 10:10: 'I have come that they may have life, life in all its fullness'.

In celebration of the loving gift of life, which we believe that Jesus offers to all in abundance, we strive to 'Learn and Live - Life in all its Fullness'. As members of St. Peter's school, we are encouraged by the lessons we see in the life and learning of St. Peter, who challenges us to extend fullness of life to our local and global community as we seek to 'use whatever gift you have received to serve others' (1 Peter 4:10).

RE Statement of Entitlement

Underpinned by our Church school vision and in line with the RE Statement of Entitlement, we believe that Religious Education should enable every child to flourish and to live life in all its fullness (John 10:10).

Our RE provision reflects The Church of England Statement of Entitlement for Religious Education, aiming for all pupils:

- 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 of living, believing and thinking.

Our Church School Values

Our RE curriculum offers many opportunities to critically engage with our Christian Values of Celebration, Collaboration, Respect, Responsibility, Service and Truth.

We strive to embed our Church school values in all areas of school life, promoting them as a guide for flourishing in life and learning.

This means that as RE Explorers, we:

- Hold to the **TRUTH** that everyone is our neighbour,
- **RESPECT** our neighbours' beliefs and practices,
- **CELEBRATE** diversity,
- **COLLABORATE** with others, listening to and learning from their point of view,
- Believe it is our **RESPONSIBILITY** to defend the rights and freedoms of everyone,
- **SERVE** our community through our understanding of different faiths that people have.

Trust Deeds and Locally Agreed Syllabus

St. Peter's is a Church of England Voluntary Aided School and therefore the provision of Religious Education must be in accordance with the school's Trust Deeds. *"The said Parish shall have the superintendence of the religious and moral instruction of all the Scholars attending such school"* (Extract from Trust Deeds, 1868).

In accordance with the Education Reform Act (1988), every maintained school in England must provide a basic curriculum. This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents. Since 1944, all maintained schools must deliver their RE curriculum in line with their locally Agreed Syllabus. Voluntary Aided schools deliver RE in accordance with the school's designated religion or denomination or in certain cases the trust deed relating to the school.

As a Church of England Voluntary Aided School in the Guildford Diocese, St. Peter's has adopted The Surrey Agreed Syllabus (2023-2028). Our RE Leader has contributed to the design of this syllabus.

RE Syllabus at St. Peter's

The Agreed Syllabus takes into account the three key elements, listed below, and highlighted in the Ofsted RE research review.

- What it means to get better at RE, across three types of knowledge: 'substantive' knowledge (content); 'disciplinary' knowledge or 'ways of knowing' (how pupils learn to learn in RE); and 'personal' knowledge, which reflects the language of worldviews, helping pupils to think about where their and others' ideas come from and what influences them;
- How content is sequenced to give pupils an overall conception of worldviews (religious & non-religious), building on and developing prior learning. Sequencing is especially important when introducing sensitive or controversial issues, starting with the similarities / common ground before introducing the differences and the controversy;
- Building pupils' schemata within units and across their learning in RE, helping pupils to make links, and (as teachers) being aware of how this develops within the RE curriculum.

In response to this, the Agreed syllabus identifies three Golden Threads:

- God, relating to theological approaches
- Identity, relating to more philosophical approaches and
- Community, relating to sociological approaches.

These Golden Threads are woven throughout the units of work, as part of the syllabus progression model, enabling children to develop their knowledge, understanding and skills.

The RE Curriculum at St Peter's

At St Peter's, pupils and their families can expect a high quality RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews. As a church school, the teaching of Christianity is at the heart of our RE curriculum and, using the Agreed Syllabus, we learn about other religions and worldviews, fostering respect for them. For the RE Curriculum Overview, please see **Appendix 1**

The resources we use, including local and global links within our Church school community, seek to reflect the diversity of world faith, belief and practice – developing understanding of 'life in all fullness' across different cultures. The voices of our community are reflected through visitors from the church and presentations led by our children and families. The Agreed Syllabus is adapted in response to our community context, including thematic units of work.

Our RE curriculum:

- Contributes to British values and to pupils' spiritual, moral, social and cultural development.
- Is delivered as an academic subject in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions.
- Provides meaningful and informed dialogue with a range of worldviews, particularly through thematic units.
- Gives children opportunities to develop spiritual literacy by entering different religious worlds, engaging with those who inhabit them and discovering what gives meaning to life there.
- Enables pupils to acquire a rich, deep knowledge and understanding of Christianity as a world faith.
- Encourages pupils to reflect on how the Bible and teachings from other worldviews are relevant to their own lives and how they can contribute to 'Life in All Fullness' in the local and global community
- Enables pupils to build a sense of identity within a diverse community, as they express thoughts, feelings and personal beliefs to explore and enrich their own worldviews.

RE Learning Journey

We have a clear vision for RE to develop the spiritual literacy of our children so that they are able to step into different religious and non-religious worlds and explore what gives meaning to life there, before considering how they might live life in all fullness in response. We take the analogy of a trip

with each stage of the outward and return journey taking the children to a deeper level of learning. In person and online visits from people of all faith create opportunities to engage with questions and hear new perspectives:

- Planning our trip - *Have we ever been anywhere like this before?*
- Finding our way around - *Why are we going to this place? What is life like here?*
- Being local experts - *What gives meaning to life here? What can we contribute to life here?*
- Returning home - *How will we live differently when we go home?*

Provision, Profile and Priority

Curriculum balance and time

RE is an academic subject that has a high profile in our school community. Sufficient dedicated curriculum time is provided for all pupils. The teaching of Christianity has a high profile with 50% of the units covering topics in Christianity. Each year group studies two other world faiths and a thematic unit, drawing together key ideas that are present across different worldviews. This approach helps children to consolidate prior knowledge, make links and value diversity.

Teaching and Learning

Learning activities are carefully adapted for the needs of all pupils to create opportunities for them to express their ideas, beliefs and opinions using a range of presentation methods beyond that of writing. RE provides a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living, thinking, believing and belonging, while also engaging in meaningful and informed dialogue with people of a range of religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning, inclusive of every pupil, by:

- Posing and exploring 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- Seeking information for themselves using books and technology
- Listening to and discussing with the teacher and other pupils
- Exploring a range of media such as artefacts, pictures, photographs, video, music and drama
- Experiencing visits and visitors, including those from our local and global community.
- Enabling time for spiritual reflection

Teaching in RE encourages justice and courageous advocacy, empowering pupils to make ethical choices and to be agents of change. Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way, making links between big ideas. This approach encourages a positive attitude towards diversity, helping to establish a curious, non-defensive stance in spiritual matters.

RE and the Wider Curriculum

Our RE teaching makes links wherever possible to the wider curriculum, contributing to children's learning and promoting critical thinking. RE topic pages, in line with other subjects, feature a big unit question and weekly enquiry questions. The RE topic page also feature key vocabulary and a specific link between the unit question and the overarching project question.

Further enhanced by Christmas and Easter Pause Days, RE lessons prompt pupils to consider their responsibilities to themselves and others and explore how they might contribute as responsible, respectful and active citizens.

Assessment, Recording and Reporting

Through the implementation of assessment rubrics, underpinned by the principles of SOLO and Blooms Taxonomy, lessons are planned to enable depth of thinking. Children are also involved in their own self-evaluation, alongside teacher assessments in RE.

In describing progress in RE, the Golden Threads of the Agreed Syllabus illustrate how pupils will develop increasing understanding through theological, sociological & philosophical approaches to learning, reflected in end of key stage expectations and within units of work.

Leadership and Management of RE

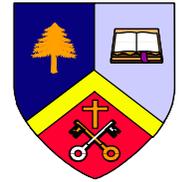
RE has a high profile across the school. It is led by a subject specialist and monitored by a dedicated RE Governor and the headteacher. Leaders and Governors are collectively involved in monitoring the standards of RE. The RE leader engages in regular Diocesan training, including RE subject leader briefings.

Right to Withdraw

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).

The school must comply with any request from a parent to withdraw their child 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.



Appendix 1: Religious Education at St. Peter's Church of England Junior School

	Autumn	Spring	Summer
Year 3	<ul style="list-style-type: none"> • What's the Bible's 'big story'? • How can artists help us to understand what Christians believe? 	<ul style="list-style-type: none"> • What are important times for Jews? • How did Jesus change lives – and how is it 'good news'? 	<ul style="list-style-type: none"> • How does 'ibadah' (worship) show what's important to Muslims? • How do people use creative ways to express their beliefs?
Year 4	<ul style="list-style-type: none"> • What do Sikh people value? • What did God promise to his people? 	<ul style="list-style-type: none"> • How do non-religious people celebrate new life? • For Christians, is communion a celebration or an act of remembrance? 	<ul style="list-style-type: none"> • What did Jesus say about God's kingdom and why is it 'good news'? • How do people try to make the world a fairer place?
Year 5	<ul style="list-style-type: none"> • What helps Muslims to live a good life? • Why is the idea of 'rescue' so important to Christians? 	<ul style="list-style-type: none"> • Why should Hindus live a good life? • What do Christians believe about creation? 	<ul style="list-style-type: none"> • How did the Church begin, and where is it now? • How did it all begin?
Year 6	<ul style="list-style-type: none"> • What does it mean to be part of a synagogue community? • What do Christians believe about the Messiah – and why is it 'good news'? 	<ul style="list-style-type: none"> • What is the 'Buddhist way of life'? • How is God three – and yet one? 	<ul style="list-style-type: none"> • For Christians, what difference does it make to belong to God's Kingdom? • Is life a journey?