



The Schools of Woolton Hill

Religious Education Policy

May 2025

Reviewed by Paul Davies

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Next Review: May 2027



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Religious Education in the Federation of St Thomas Church of England (VC) Infant School and Woolton Hill (CA) Junior School will reflect its status within the Church of England by studying the beliefs and practices of Christians today. Religious Education will provide pupils with the opportunity to explore Christianity in accordance with the principles of the Church of England and acquire knowledge of the beliefs and practices of other Christian denominations and faiths, and of other religious groups.

1. To develop a knowledge and understanding of the Christian faith, to include:

- An awareness of the central beliefs of Christianity
- Helping children develop their own personal beliefs
- Recognising and exploring religious experience
- Exploring spiritual aspects of our daily lives
- An awareness of the importance of beliefs and faiths of individuals
- Recognising that an individual's faith affects their lives and behaviour
- Familiarity with practice, language and symbols of faith
- Exploring key stories and becoming familiar with the Bible
- Understanding the central importance of Jesus to the Christian faith
- Exploring places of worship and their worshipping communities
- Developing an understanding that we are all unique in the eyes of God
- Encouraging children to develop self-respect, respect for others and God's Creation

2. To develop children's personal growth, to include:

- Encouraging the search for meaning and purpose in life promoting self-esteem

- Developing empathic skills to enable a greater understanding of self and others
- Exploring religious questions in life
- Developing the ability to make reasoned and informed judgements about religious and moral issues
- Developing attitudes of respect and sensitivity for other's beliefs, respecting the right to hold other beliefs in a society of diverse religions.
- Developing an understanding of the influence of beliefs, values and traditions in a range of faiths, societies and cultures
- Recognising the importance of thanking, worship, community and other principles through which we lead our lives
- Providing learning opportunities which will encourage spiritual development, e.g. stillness, wonder, action
- Developing a caring attitude towards all mankind, creation and the environment
- Appreciating natural beauty
- Reflecting on other beliefs, values and experiences

3. To enable pupils to encounter a living faith, whether Christian or another religion, and to experience non-religious ideas too, including:

- Experiencing the Christian faith within the school environment, represented through relationships, values, visual symbols and through encountering a consistent Christian ethos
- Acquiring and developing an understanding and knowledge of Christianity and other religions
- Encouraging children to analyse and develop their own faith by investigation and reflection
- A freedom to express faith in a systematic environment
- Developing an understanding of the relevance of the Christian faith to their everyday lives.
- Encounters and experiences which create awe, wonder and engagement with the children that can then be explicitly linked to their own spiritual development

4. Teaching and learning/curriculum planning

In our Federation we follow the local agreed syllabus of **Living Difference IV**, supported by the resource **Understanding Christianity**. Planning follows the

practice of enquiring into concepts. RE teaching is delivered weekly in ½ termly units.

In addition to learning about Christianity, children in the Infant school learn about Hinduism and in the Junior school they learn about Judaism and Islam. Pupils also have the opportunity to explore non-religious beliefs.

We believe that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals such as Easter and Passover, to develop their religious thinking. We have close links with the St Thomas' Church. Children visit in order to carry out research into religious topics.

Pupil's study particular religious faiths and also compare the religious views of different faith groups through topics such as festivals. Children discuss religious and moral issues. We provide suitable learning opportunities for all children by matching the challenge of the task to the attainment level of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Providing different tasks to extend the more able
- Providing resources of different complexity, adapted to the ability of the child
- Using learning support assistants to support the work of individuals or groups of children

5. Spiritual, moral, social and cultural development

Through teaching Religious Education in our Federation, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We aim to develop the children's understanding of spirituality through reflecting on

our relationships with ourselves, others, the world and other beings. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values, and through this they have the opportunity to develop their knowledge and understanding of the cultural context of their own lives. RE supports the pupils' understanding British Values and the Prevent agenda.

6. Teaching religious education to children with SEND

In our Federation we teach RE to all children. The teaching of RE is a vital part of our commitment to provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Passports to Success.

7. Monitoring and review

The Executive Headteacher/RE subject leader, is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. He is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

8. Equal Opportunities and Inclusion

We live in a multi-cultural, multi-racial society and we encourage the respect and understanding of other religions and cultures within the community in which we live. We intend to follow Jesus' example to love and serve one another, regardless of race and culture. The Federation will respect faith traditions of all children attending the school.

9. Right of withdrawal

Parents have the right to withdraw their children from Religious Education as identified in the Education Reform Act. St Thomas CofE (VC) Infants is a Church of England School and Woolton Hill (CA) Juniors School is a Church of England

Affiliated school where Christian values underpin the whole curriculum. To preserve the distinctiveness of this church school community, we encourage everyone to be involved in Religious Education and Collective Worship. It is the hope of the staff and governors that, in choosing to send their child to this Church Federation, parents will be happy to allow their child to participate.