



# Policy Document

Ditton Church of England Junior School

## RE Policy

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# Contents

<b>Introduction .....</b>	<b>3</b>
<b>Our vision is .....</b>	<b>3</b>
<b>Our associated values are: .....</b>	<b>3</b>
Compassion Love Perseverance Respect Responsibility .....	3
Respect.....	3
Perseverance .....	3
Love and Compassion .....	4
Responsibility .....	4
<b>Equal Opportunities Statement.....</b>	<b>4</b>
<b>Aims.....</b>	<b>4</b>
<b>Objectives .....</b>	<b>5</b>
<b>Role of Subject Leader .....</b>	<b>5</b>
<b>Curriculum Content.....</b>	<b>6</b>
Time Allocation .....	6
Learning Resources/Environment.....	6
Approach .....	7
Assessment .....	8
<b>Health and Safety Statement.....</b>	<b>9</b>
<b>Cross-Curricular Links.....</b>	<b>9</b>
<b>Confidentiality / Withdrawal of Pupils .....</b>	<b>9</b>



# Introduction

At our school we believe in enriching generations to serve and flourish through our Christian values of responsibility, respect, empathy and perseverance to support both the academic and the spiritual and moral development of all our children, within the school and throughout their lives in the wider community. Together we promote a love of independent learning and thinking as we grow to fulfil our potential in a safe, happy, stimulating and rewarding environment.

## Our vision is

We aspire for ourselves and others; We believe in ourselves, others and in God; We care for ourselves, our community and the wider world.

Our theologically rooted Christian vision relates to the bible story of Zacchaeus Luke 19 1:10.

## Our associated values are:

### Compassion Love Perseverance Respect Responsibility

Our aspiration is for all members of our community to become independent lifelong learners. Through an engaging curriculum which promotes curiosity, children use powerful knowledge to question and challenge. Following Jesus' compassion and love for all, we are a welcoming, inclusive and caring school that encourages pupils to become respectful and responsible members of our local and global communities.

### We can see all of our values within the story of Zacchaeus in Luke 19 v 1-10

**Respect** – Zacchaeus had respect for Jesus. He had heard good things about this man and wanted to see him for himself. He wanted to hear Jesus and listen to what he had to say.

**Perseverance** – Zacchaeus was short and couldn't see above the taller people in the crowd. He could have given up and gone home thinking there was no point in trying to



see Jesus because he just couldn't see. But instead, he ran ahead and climbed a tree, so he had a good view. He persevered, looked at a different way to face the challenge ahead of him and was rewarded by a good view of Jesus.

**Love and Compassion** – Jesus showed love and compassion towards Zaccheaus and befriended him.

**Responsibility** – Zaccheaus was truly changed by meeting Jesus. When he experienced the love and compassion that Jesus gave to him, he felt empathy for those people he had stolen from and been unkind to. He felt a responsibility to put things right and promised to give all he had stolen back and also gave some of his wealth to help the poor.

## Equal Opportunities Statement

At Ditton C of E Junior School we are committed to the provision of learning for all children in our care, regardless of race, gender, culture or disability.

Discrimination is challenged whenever it arises, whether it is on the grounds of race, gender, class, disability or religion and will be recorded and reported if necessary. In order to encourage each pupil to fulfil their physical, aesthetic, intellectual and social potential the school will:

- Show that cultural, linguistic, and religious diversity is appreciated and valued.
- Make clear that we have zero-tolerance towards the use of racist and sexist language or behaviour by any pupils, staff, parents or visitors.
- Be sensitive to cultural expectations where this could be affected by teaching of a particular subject.

## Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in our school aims:



- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

## Objectives

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

## Role of Subject Leader



- Monitoring Standards
- Keeping up to date with new developments/teaching, by liaising with outside agencies or attending courses for instance.
- Model good practice and be responsible for training other staff members in the subject, including organising INSET when needed.
- Upgrading and ordering new resources as required in accordance with the agreed budget.
- Report termly to the Headteacher and Governing Body

## Curriculum Content

At Ditton C of E Junior School we use the Understanding Christianity scheme of work with each year group studying six units per year; one per term.

**Each year group also studies one other world religion:**

**Year 3 – Sikhism**

**Year 4 – Hinduism**

**Year 5 – Islam**

**Year 6 - Buddhism**

## Time Allocation

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. RE is taught for one hour per week, within the morning sessions, with added time for classroom reflections and prayers.

## Learning Resources/Environment

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese.



Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Each classroom has a display of the Understanding Christianity Big Frieze. The big frieze is important in helping pupils to understand the big story (God's salvation plan) and the big ideas in Christianity (the concepts). The frieze is split into: Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God.

Working walls are used to reflect current learning and allow children to have a visual point to refer back to within their classroom to engage them within their learning and help them reflect and develop.

## Approach

Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:



- Listening to the teacher and each other.
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

## Assessment

Assessment in religious education will:

- Be directly related to the expectations of the Understanding Christianity syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.





- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

## Health and Safety Statement

The safe use of equipment and materials is promoted rigorously at all times. Teachers must also be aware of the school's Health and Safety policy. Particular attention must be given to avoiding the use of anything that aggravates individuals' allergies. Safety issues must be acknowledged in planning and risk assessments carried out if activities are to be undertaken that are unusual and beyond the scope of normal practice. Risk assessments must also be undertaken for school trips and handed to the Head Teacher 6 weeks prior to a trip.

## Cross-Curricular Links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education.

## Confidentiality / Withdrawal of Pupils

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. 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 headteacher before making this decision.

