



Religious Education Procedure

Policy type	Local Academy
Adopted by the LGB	
For review	June 2026
Person responsible	C.Oliver

Wenlock CE Academy is committed to safeguarding and promoting the welfare of our children and young people and expects all staff, volunteers and visitors to the school to share this commitment.

Vision

'With God's love, we are lights for the world'

'With God's love in our hearts, we are eager to reach our goals and stretch our limitless imaginations to build our futures and create aspiring leaders. Everyone is welcomed and respected for their unique contributions as we flourish and grow. Our Christian values help us to keep safe, go above and beyond to build the foundations that shape our school.

Matthew 5:14-16

14 "You are the light of the world. A town built on a hill cannot be hidden. **15** Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. **16** In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Introduction

Our school vision underpins this procedure. Our Church school respects each child as a unique being in the sight of God, loved and accepted in an ethos that encourages and celebrates difference. We will endeavour to afford sustainable opportunities for academic and personal development with a life and moral code based on key Christian values of: generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service, truthfulness, dignity, community, peace, joy, hope and wisdom which underpin the life and work of our school. At Wenlock CE Academy, Religious Education is taught through Understanding Christianity and the Emmanuel project units and reflects our school's distinctive and inclusive ethos.

Teaching and Learning

The purpose of religious education is to enable children to learn about religions and to learn from religion.

AT1 – Learning about Religions.

This includes:

- identifying, naming, describing and giving accounts in order to build up a coherent picture of each religion,
- explaining the meaning of religious language, stories and symbolism,

AT2 – Learning from Religion

This includes:

- giving an informed and considered response to religious and moral issues,
- reflecting on what might be learnt from religion in the light of one's own beliefs and experience,
- identifying and responding to questions of meaning within religion.

Religious Education in a Church School Context

In recognition of our distinctive context, religious education has a high profile, we emphasise:

- a wide range of Christian resources including artefacts,
- a close link with our local church – St. Anne's and Mary's Churches
- a Christian ethos which permeates the whole curriculum, but finds particular emphasis in this subject,
- the Christian foundation of the school.

Aims

- By the time pupils leave Wenlock, we want our children to be resilient, independent, aspirational, accepting, mindful and inquisitive learners. We see the teaching of RE as vital for children to understand others' beliefs and make connections between their own values.

Objectives

At Wenlock, we consider previous learning from prior key stages as we understanding the importance of prompting children to recall previous learning before the presentation of new knowledge to allow them to make connections between prior learning and new content.

Key Stage 2

By the end of Key Stage 2, the majority of pupils will increasingly have opportunities to:

- explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives
- use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations
- express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey
- ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of a particular religious identity

- compare their own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer
 - discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature

•These form the criteria for assessment at the end of Key Stage 2

Planning

At Wenlock CE Academy, we understand Religious Education to be an essential part of our School's curriculum which will make a distinctive contribution to each child's development, both individual and social. Our planning in Religious Education is based upon Understanding Christianity and the Emmanuel project.

Religious Education is planned around the Christian year as well as blocked units based on world religions, and in particular Christianity. The work is planned to ensure a balanced, progressive and differentiated curriculum but there will be opportunity to take advantage of situations as they arise, e.g. visitors, news items, and children's own experiences.

Children should be able to look at their own experiences and those of others. They should have the opportunity to explore religious ideas as expressed through literature, music, art and architecture, ask questions, explore ideas, visit, receive visitors, investigate, celebrate, use their senses, reflect, discover, observe and describe.

World Faiths

We include teaching about the main Faiths in our Religious Education. Our curriculum will reflect the multi-faith nature of our country's society and our school community, whilst giving due regard to our Christian foundation. The children will be living in a multi-faith community and need to develop an understanding and positive attitude for this experience.

We aim to: promote empathy, celebrate diversity and similarity, foster self-worth in each child, recognise the value of others, and promote positive attitudes. The children should be aware that religion is a major force in people's lives in all parts of the world and that the world has enormous diversity. Even if this diversity is not the experience of our school community, the children will encounter it in history, geography, television, newspapers and books.

Including world faiths in Religious Education teaching will not be a study of comparative religions but an opportunity for the children to learn something about those things which others hold to be important.

Assessment, Recording and Reporting

We assess children's work in Religious Education by making informal judgements as we observe them during lessons. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the Agreed Syllabus and National Curriculum Milestones. These are recorded on Arbor. Children's progress in religious education is commented upon in the annual report to parents.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children to learn about religious traditions and reflect on what 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 at religious festivals such as Easter, Diwali, Passover, etc., to develop their religious thinking.

When possible, we organise visits to local places of worship and invite representatives of local religious groups whenever possible to come into the school and talk to the children.

On occasion, children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals.

We recognise the fact that classes in our school have children of widely differing abilities. So we provide suitable learning opportunities for all children by matching the challenge of the tasks to the ability 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 resources of different complexity, adapted to the ability of the child.

Monitoring and Review

The Trust has delegated to Wenlock CE Academy the responsibility for reviewing the implementation and effectiveness of these procedures. These procedures will be promoted and published throughout the Trust.

The procedures will be reviewed every three years or if there are changes to the relevant legislation.