

John Blandy Primary School



R.E. Policy September 2025

Belong. Believe. Brilliant.

Intent

At John Blandy Primary School, we aim to support the spiritual, moral, cultural, social, mental and physical development of pupils and prepare them for their responsibilities and experiences in later life. Through Religious Education, we want to develop children's critical thinking skills, alongside their knowledge and understanding of, and empathy with, themselves and other people.

We aim to make RE as exciting and relevant to your child as possible and plan for creative opportunities for children to engage in different experiences of worship. This includes the use of artefacts, stories, resources, music, art, drama. We also invite in, when possible, speakers/visitors from world faiths to engage pupils' interest, as well as organising trips out to places of worship when available and appropriate to enhance their learning experience.

Aims and Objectives

We intend to deliver an R.E. curriculum that:

- Celebrates the diverse and rich community at John Blandy Primary School.
- Inspires creative learning through excellent teaching practices that build on prior R.E. learning and allow for repetition and progression of skills that build upon starting points.
- Embraces the community in which it is situated, recognising local places of worship including the local church.
- Is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs.
- Encourages our children to be inquisitive about others beliefs developing inquiry based R.E. skills that allow them to be culturally aware of the world around them.
- Promotes equality and understanding of the British values and ensures they are prepared for life in modern Britain.

Implementation – Teaching and Learning

- Discovery RE is a whole school approach to Religious Education for the Primary School, comprising of detailed medium-term planning covering Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.
- Discovery RE uses an enquiry model; a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the enquiry requires an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.
- The children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills. In Step 3, they complete an assessment activity to

evaluate the question again considering their new knowledge and have further opportunities to embed their own reflections on the learning in Step 4.

- The recommended Discovery RE model for Key Stages 1 and 2, of studying Christianity plus one other religion in each year group, means both religions have multiple enquiries (or 6 week units) per year. This ensures that the children revisit prior learning for both religions throughout the year to build on the previous enquiries, and Christmas and Easter enquiries are built on year-on-year throughout the child's primary school journey.
- During Key Stage 2, children are taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Pupils in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.
- Discovery RE is structured to provide knowledge and skills development, with application of these to the children's lives within and beyond school.
- The Discovery RE planning encourages teachers to include memorable activities such as visitors or visits to places of worship.
- As well as following the Discovery RE scheme, we adopt and follow the Oxfordshire Agreed Syllabus.

Impact

By the time children leave John Blandy School they will:

- have a stronger awareness of the world around them and will be mindful of the beliefs of others
- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

Role of the subject leader in RE

The subject leader will:

- Oversee the development of RE across the school.
- Develop the RE policy in consultation with the head teacher, teachers and the governing body.
- Providing support and guidance to colleagues where necessary.
- Be responsible for the organisation and maintenance of RE resources.
- Keep up to date with news and developments in RE teaching and learning.
- Review and monitor the success of the planned scheme of work.

Monitoring and Evaluation

Teachers in their phase teams work collaboratively to support each other in the teaching of RE. The RE subject leader will monitor planning and books and carry out pupil voice over the course of the year. The subject leader creates an action plan for RE that is updated termly.