Slindon Church of England Primary School

Religious Education Policy

Approved by:	Headteacher (Laura Webb) and Governing Body
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Policy Statement for Religious Education

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.
(Religious Education Statement of Entitlement February 2019)

Our Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is *Unique* and want to ensure they are able to *Learn and Develop* in a high quality learning environment. We enrich the spirit in an *Enabling Environment,* in which *Positive relationships* foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Let Your Light Shine ~ Matthew 5:16

1. Introduction

The religious education (RE) at Slindon Church of England Primary School is informed by our school vision and values and our Anglican foundation. **Slindon Church of England Primary School is led by four overarching principles.** These principles run through the ethos of our school and feed into our policy and pedagogy.

Within Collective Worship, we recognise that all children are **unique**. We celebrate each unique individual member of the school community as made in the image of God.

Through Religious Education, we aim to foster a **positive relationship** between the church and school, and with God.

We respect that everybody **learns and develops** in different ways. Our Religious Education curriculum is inspiring, inclusive, broad and balanced.

The calm climate for learning within our school, along with dedicated prayer spaces and spaces for reflection, provide an **enabling environment** for children to flourish and to feel connected to God.

As a church school we recognise the core place that RE occupies in relation to our Christian distinctiveness and regard it as one of our core subjects. The teaching of Christianity sits at the heart of our RE curriculum, but we recognise the variety of religious and non-religious backgrounds that make up our school community and respect this variety of backgrounds in the spirit of Christian welcome. Pupils and their families can expect a RE curriculum that meets legal requirements, is rich and varied and provides pupils with a thorough knowledge and understanding of a range of faiths and worldviews. We actively promote British values, including the respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice. RE is one curriculum area in which all pupils encounter and critically reflect on a range of religions and worldviews.

As a VC school we follow the Emmanuel Curriculum and use high quality resources and an enquiry approach to engage pupils with Christianity and other religions and worldviews, focusing on significant theological concepts which develop and deepen pupils' own understanding of the world as part of their wider religious literacy. Links with our Christian values and our school vision support pupil's spiritual, moral, social and cultural (SMSC) development and we provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

2. Aims

Our aims in RE for all pupils are:

• 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 by:

- considering the 'big questions' raised by human experience and reflecting on how different religions respond to them
- responding to these questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience

- reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions

3. Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. Senior leaders ensure that the teaching, learning and resourcing of RE is a priority for the school. This means that the RE curriculum:

• is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development

• is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews

• reflects a good balance between the disciplines of theology, philosophy and human science, to enable our pupils to hold balanced and well-informed conversations about religion and belief (religious literacy)
• enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas

• provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews

• supports the development of other curriculum areas and other general educational abilities such as literacy, empathy, critical thinking skills and the ability to express thoughts, feelings and personal beliefs
• encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs

• offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it

• ensures that all pupils' contributions are valued in RE as they draw on their own experiences and Beliefs.

- explores pupils' personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

  The children in UKS2 will also carry out a comparison of religious beliefs and world view through different themes. (see Long term plan)

Our RE curriculum map is based on the Emmanuel Curriculum (appendix 1) and we use stimulating and up to date resources to help us deliver this content effectively.

4. Curriculum balance and time

The content of RE follows the legal requirement to reflect the fact that the religious traditions of the UK are, in the main, Christian. Reflecting our school's funding agreement Christianity is the majority religion studied in each year group and comprises at least 50% of curriculum time in each academic year. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is organised into 1 hour and 15-minute lessons delivered weekly for KS2 and 1 hour for EYFS and KS1, meeting the objective of 5% of our curriculum time.

5. Teaching and learning

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

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

• posing and discussing 'big' and challenging questions

• reading and critically analysing texts

• interpreting information from different sources

• seeking information for themselves in libraries and on computers

• listening to and discussing with the teacher and other pupils

• engaging in individual, paired and group work

• exploring a range of artefacts, pictures, photographs, music and drama

• experiencing visits and visitors

• taking part in outdoor learning

• taking time for reflection

Teaching in RE challenges stereotypes, misinformation and misconceptions about and religions and worldviews. 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 in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

We consider encountering world faiths as an important element of our RE. Visits and visitors are therefore planned as part of the programme of study. We encourage pupils to participate in these visits which provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit our school.

6. Cross-curricular links

Religious education supports the development of general educational attributes 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, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship. Where authentic opportunities exist, we make connections to learning in other subject areas in line with our school policy on teaching and learning.

7. RE and Inclusion

We teach RE to all pupils, whatever their individual needs. RE forms part of our commitment to provide a broad, balanced and inspirational education for all pupils. Through our RE teaching we provide learning opportunities that enable all pupils to make progress and work hard to meet the needs of all our pupils. Please see our SEND, Inclusion and Equal Opportunities policies for details.

8. Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

• handle artefacts

• consume food

• visit places of worship/external organisations

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

9. Assessment, Recording and Reporting

We have put in place an effective system of assessment which enables teachers and pupils to be clear about the progress they are making in RE.

Assessment in religious education at Slindon Church of England Primary School:

- includes both responsive teaching (formative assessment) and summative assessment
- includes retrieval practice at the beginning of each lesson
- meets the expectations of the syllabus followed
- identifies development of thinking skills and other attributes of learning - not only the acquisition of factual knowledge
- employs well defined criteria for marking, feedback and assessment, which identify progress and achievement
- includes peer self-assessment
- enables effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development
- enables effective reporting to parents
- enables school leadership to make accurate judgements about the quality of the RE learning
- encourages teachers to use the Emmanuel Solo (structure of observed learning outcomes) Taxonomy or create their own assessment tasks based on the Emmanuel unit used.

10. RE Leadership

RE is a high priority for senior leaders. The school has appointed [insert appropriate governor details] to liaise with senior leaders and the RE subject leader to monitor and evaluate the effectiveness of RE across the school.

The RE subject leader will:

• ensure that all pupils receive their legal entitlement of RE

• ensure RE provision reflects the Church of England Statement of Entitlement

• produce and regularly review the RE policy to ensure that it remains up to date and reflects current expectations and the school's vision

• ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.

• monitor and review the implementation of policy and units of work

• monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards

• ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE

• monitor, analyse and question RE assessments carried out by staff

• liaise with the HT and governors to feedback on the monitoring and impact of RE across the school

• attend high-quality professional development opportunities

• support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions

• seek opportunities to share effective practice

• oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary

• ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

11. Monitoring and evaluation

The RE Lead undertakes formal and informal monitoring of RE. This involves which is undertaken on a [insert details] basis. The RE lead meets regularly with senior leadership and governors and provides a report to the governing board once a [insert details]. The effectiveness of RE is independently inspected by law under Section 48 of the Education Act 2005.

12. Resources

The RE budget is allocated to enable a range of high-quality resources on different religions to be purchased. 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.

13. Legal Requirements

Religious Education is provided for all registered pupils in accordance with the statutory requirements. (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28). The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

Parents have the right to withdraw pupils from RE. We comply with any request from a parent to withdraw their child. However, in view of the Christian ethos and distinctive Christian character of our school, we hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child will discuss this with the Headteacher before making their decision. Any queries about withdrawal from RE should be directed to the RE subject leaders in the first instance and thereafter to the Headteacher.

We acknowledge that teachers also have the right to withdraw from teaching RE unless they are 'reserved' teachers. However, as a church school all members of staff are asked to support the

Christian ethos of the school and therefore we expect teaching staff to teach RE when asked to do so. Any member of staff wishing to withdraw from teaching RE should discuss their wishes with the Headteacher. Should a member of staff still seek to withdraw following this discussion they should provide written notice to the Headteacher and governing board. Further information about the Right to Withdraw is published on our website, school handbook and prospectus.

14. Visitors

Visitors must understand the educational aims of Religious Education at Slindon Church of England Primary School and the need to avoid any proselytising. Attempts to persuade pupils to adopt a particular religious or non-religious belief are not appropriate. The Headteacher is consulted before a visiting speaker is confirmed.

15. Links with St Mary's Church and the wider community

Our school has close links with our local parish, St Mary's Church in Slindon. We are proud of our close connections with the local parish and worshipping community and enjoy its support and encouragement. Both church and school work well together throughout the year and towards special opportunities to promote spiritual and religious development. As a whole school, we attend church services for Harvest Festival, Christingle Service, Easter and Leavers' service at the end of the year. The wider community attend Collective Worship in Coronation Hall for special 'Open the Book' events.