

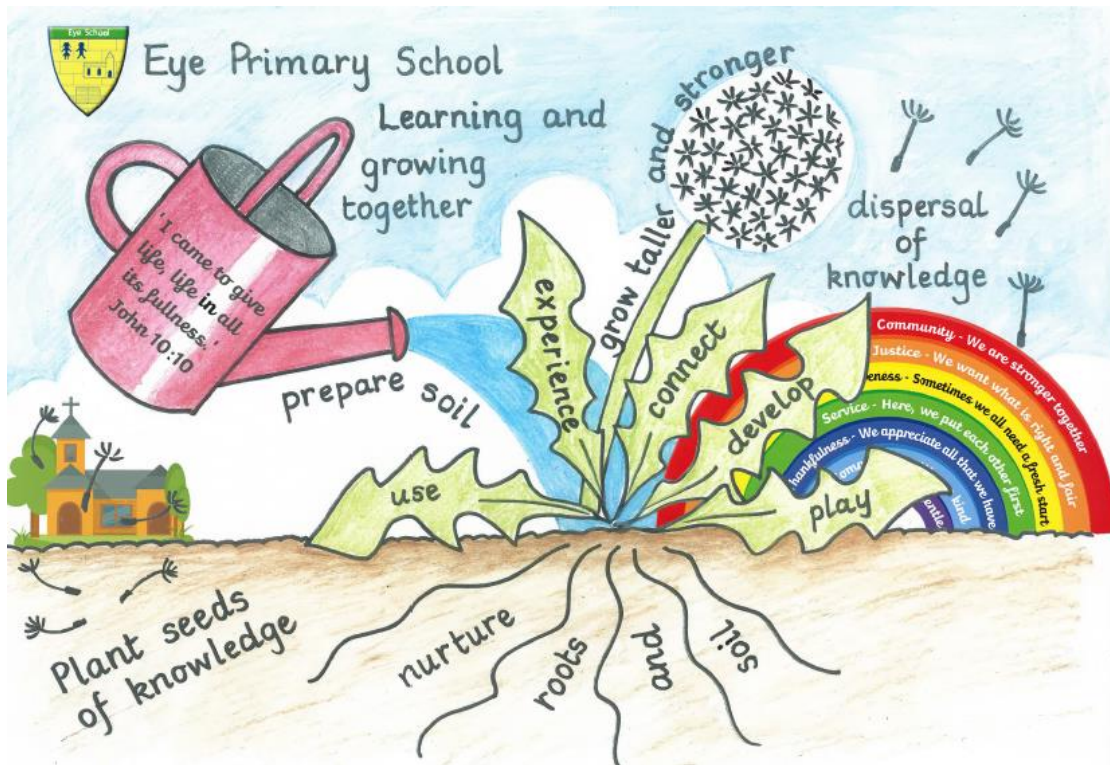


Eye C of E Primary School

Learning and Growing Together

"I came to give life, life in all its fullness." John 10:10

RELIGIOUS EDUCATION POLICY



COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

Introduction

“Religious Education in a Church School 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 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”.

(Taken from the Statement of Entitlement – Church of England Education Office 2019).

The Diocese of Peterborough’s Board of Education Vision Statement aims to “provide all the children and young people with an excellent education in every area of the curriculum and in every aspect of their personal development, so that they are able to lead a fulfilling life and are equipped to make the world a better place. We want pupils to leave school with a rich experience and understanding of Christianity and other world faiths. We aim to make sure our pupils appreciate the biblical basis and Christian beliefs that underpin Christian values”.

(Taken from ‘Education for Life, deeply Christian, serving the common good’ – DBE 2019)

At Eye C of E Primary School, pupils and their families can expect a high quality RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the ‘Understanding Christianity’ resource, the use of an enquiry approach engages with significant theological concepts and the pupil’s own understanding of the world as part of their wider religious literacy. Using the Peterborough Locally Agreed Syllabu alongside the Diocese of Peterborough RE syllabus we learn about other religions and worldviews, fostering respect for them. Links with our Christian values and vision, and support for pupil’s spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for pupils to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied.

Our Vision

“I came to give life, life in all its fullness.”

John 10:10

Our vision of excellence and Christian values are at the centre of all that we do at Eye C of E Primary school. They underpin our teaching and learning within which we are constantly ‘Learning and Growing Together’ We are driven and inspired by Jesus’

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words: “I came to give life, life in all its fullness” (John 10:10). We have high aspirations for every member of our school community to GROW and flourish as children of God, prepared for an undetermined future and equipped with opportunities and experiences to have fullness of life, through Jesus.

Religious Education within Eye C of E Primary School aims to support this statement and contributes to our school vision and values by ensuring that pupils of all faiths are accepted and learn to be part of a welcoming community in which their full potential in all areas can be developed. Children are encouraged to value their own opinions and beliefs, whilst developing respect and sensitivity for the views of others. Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community. Links are made with a variety of faith and worldview groups to help with this. The staff of the school has the responsibility of ensuring that this community is raised within a Christian atmosphere.

Aims and Purposes

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.

The aims and purposes of Religious Education in the Church School is for pupils 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.
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied.
- Engage with challenging question of meaning and purpose raised by human existence and experience.
- 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.
- Explore their own religious, spiritual and philosophical ways living, believing and thinking.
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Appropriate to their age at the end of their education in Church schools, 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 non-religious worldviews 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.

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Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request. (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 playgroups.

Right of Withdrawal

In keeping with the law, parents may withdraw their children from Religious Education provided they give written notification to the school. Parents are not required to give their reasons for wanting to do so. The school must ensure that suitable supervision is provided for the pupil. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all pupils admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making such a decision. Staff always refer to the Subject Leader or Headteacher any questions from parents about withdrawals. There are no pupils withdrawn from RE at present.

Cross-curricular Links

RE supports the development of a wide range of educational skills 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.

Health and Safety

Health and safety issues may arise in RE on different occasions for example, when pupils:

- Handle artefacts;
- Consume food;
- Visit places of worship.

Teachers will conform to the guidelines set out in the school's Health and Safety Policy in these circumstances

National and Local Context

We provide a range of opportunities for pupils to make links between beliefs, practices and value systems of the range of faiths and worldviews studied.

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Our teaching and learning pedagogy uses an enquiry-based approach that engages with text and beliefs and helps to develop religious and theological literacy.

Eye Cof E Primary School is a large village primary school, serving children in the age range of 2-11.

- We welcome the diversity of our families and we intend to be sensitive to the home background of each child.
- We have close links with St Matthew's Church and the vicar and members of the congregation support RE and Collective Worship through leading worship, hosting visits and talks along with helping drive our school to live out its Christian vision.
- We also have close links with the local community. This includes welcoming visitors to the school from a variety of religious and non-religious backgrounds to support RE lessons and talk to the pupils.
- Pupils may also experience visits to diverse places of worship. All such visits are fully educational in nature and no confessional religious practice takes place.

We are able to visit St Matthew's church in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in RE. We aim to use this valuable resource for all classes.

The RE Subject Leader supports the organisation of these educational visits (in addition to the Education Visits Coordinator - EVC).

- Pupils also have the opportunity to experience the celebration of different cultures and festivals other than their own, within RE and other areas of the curriculum and Collective Worship.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- Contributes to British Values (mutual tolerance, respectful attitudes, democracy, the rule of law and individual liberty) 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;
- Enables pupils to develop their 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;

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- 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 a wide range of skills such as literacy, empathy 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.

Curriculum Balance and Time

Reflecting the school's trust deed parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. In order to deliver the aims and expected standards of the syllabus, the Diocese of Peterborough Board of Education strongly recommend a minimum allocation of curriculum time for RE based upon the law and the Statement of Entitlement from the Church of England Education Office. Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%.

At Eye C of E Primary School, all classes receive an hour of RE teaching each week alongside standalone RE focus days. As a school, we take note that the RE entitlement is totally separate from requirements for Collective Worship and that Collective Worship must not be considered curriculum time for RE or the teaching of RE

Teaching and Learning Styles

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 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.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews in all their

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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 aim to develop active learning opportunities and investigations using engaging stimuli. We aim to allow pupils to practice skills as well as show their understanding. As with all subjects across our broad curriculum, it is our intention for learning to 'stick'. In order for this to happen, we plan a range of retrieval opportunities such as fast fives to begin lessons, pause points to check for understanding and exit quizzes for end of lesson assessment.

The Diocese of Peterborough RE Syllabus which we use to augment our RE curriculum has been designed as a resource to support schools in developing and delivering excellence in RE. It sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs.

The Syllabus is underpinned by three core elements (Text/Beliefs, Impact and Connections) which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, thus supporting the aims of RE. (Further details are found in Section A3 of the Diocese of Peterborough RE Syllabus).

The RE curriculum at Eye C of E Primary School has been constructed alongside the Local Agreed Syllabus and the Diocesan Syllabus to ensure that from Foundation Stage to Year 6, units of learning are based on a key question and are carefully sequenced alongside our key concepts to ensure progression and retention of knowledge, understanding and skills.

The Diocesan Syllabus outlines the content of learning and allows schools to select from a choice of Key Questions in such a way as to provide breadth and balance across the RE curriculum. We have done this to ensure that all questions address the three strands (making sense of beliefs, understanding impact and making connections) across each key stage. We have decided, and it is also strongly recommended, to follow *Understanding Christianity* to deliver the core teaching and learning about Christianity.

The requirements for the study of religions is outlined by the Diocesan Syllabus and are as follows:

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4-5s Reception	Children will encounter Christianity and other religions and beliefs represented in the local area.
5-7s Key Stage 1	Christianity for at least 50% of study time and either Judaism or Islam. Pupils may also learn from other religions and non-religious worldviews in thematic units.
7-11s Key Stage 2	Christianity for at least 50% of study time and either Judaism or Islam and either Hinduism or Sikhism Pupils may also learn from other religions and non-religious worldviews in thematic units.

This is the minimum entitlement. Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements.

See Religious Education curriculum for big questions and units covered.

In order to make learning exciting for children and provide them with hands on, real life experiences, we endeavor to enhance our RE curriculum with a range of visitors and visits.

Subject Leadership

RE is a core subject in all Church of England schools. RE has equal status with other core subjects in staffing, responsibility and resourcing.

The RE subject leaders are Charlotte Pollard and Rebecca Bright.

The Subject Leader for Religious Education has the following role.

Policy, knowledge and development

- Reviews the School RE Policy annually;
- Devises a whole school Long Term Plan and Schemes of Work which cater for progression;
- Decides which religions are to be included at which key stage, based on the syllabus requirements;
- Ensures that curriculum time is sufficient across the school;
- Devises appropriate procedures for planning, assessment, recording and reporting pupils' work in line with whole school/academy policy;
- Ensures that SEN, EAL and gifted and talented school policies are promoted in RE;
- Promotes RE with staff, pupils, parents and governors;
- Audits available resources, buy new ones and deploys appropriately;
- Keeps up-to-date with local and national developments.

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Monitoring

- Reviews, monitors and evaluates the provision and the practice of RE;
- Identifies trends, makes comparisons and knows about different groups within the school;
- Monitors planning, checking for clarity of outcomes and aspects of differentiation;
- Provides observation feedback and report on findings;
- Samples pupil's work;
- Evaluates outcomes for pupils in RE for progress and attainment;
- Sets overall school targets for improvement.

Supporting and Advising

- Prepares a subject action plan, including short and long-term targets and a funding policy, which builds on existing practice and strives for continuous improvement;
- Leads curriculum development and ensures staff development through courses, in-house meetings and training;
- Keeps up-to-date with new developments and resources, including accessing the Diocese of Peterborough termly RE Newsletter;
- Supports non-specialist teachers and staff;
- Works alongside colleagues to demonstrate good practice;
- Prepares statements about RE for parents and governors, as required;
- Ensures parents and pupils are involved in the process.

Resources

Resources for R.E are stored in the RE cupboard outside the inclusion office and should be returned after use. Resources are arranged in faith boxes with generic boxes containing teaching packs. These boxes include books about each religion that can be used to enhance teaching and learning.

A list of artefacts and resources can be found in the R.E subject leader's file.

Assessment, Recording and Reporting

Assessment in RE will:

- Involve identifying suitable opportunities in schemes of work/resources used such as "Understanding Christianity";
- Be directly related to the expectations of the Locally Agreed Syllabus and the Diocesan Syllabus. Further detail including End of Phase Learning Outcomes, Unit Outcomes and Pupil Speak Unit Outcomes can be found in Section D of the Diocese of Peterborough RE Syllabus;
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge;

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- 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.

An annual report for RE informs parents of their child's progress and attainment, as required by law. We will transfer this information to new schools when pupils leave us.

SEN and High Attainers

We believe that all children at Eye C of E Primary School should have equal access to R.E so that they may have the opportunity to progress to their individual potentials.

Where special educational needs are identified, teachers will endeavor to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the locally agreed syllabus.

The range of special needs in R.E includes:

- Pupils who have special needs across the curriculum and who also have special needs in R.E
- Pupils who are more able and talented in RE.
- Pupils who live in an environment which is entirely secular or strongly religious, where values and beliefs may be at odds with the wider culture in which they live.
- Pupils who themselves have a personal faith commitment.

Equal opportunities and differentiation

R.E makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils.

Learning in R.E should enable pupils to:

- Respect and be sensitive to the needs of others.
- Challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio- economic group

It is important when teaching and planning work in R.E that the teacher and other staff members pay close attention to the above.

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Recording

Children's written work is recorded in their RE book where appropriate. Presentation of this work should be in line with the school's expectations for written work across the curriculum. Where activities and learning take place which do not lend themselves to written recording, photographs and videos should be taken and will be uploaded to Seesaw.

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PSHE and Collective Worship, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Policy revision and evaluation

This policy shall be revised and reviewed by staff and governors in January 2025.

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