

## Ashton CEVC Primary School RE Policy

### 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 Ashton CEVC 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 Locally Agreed 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

Our School Vision “Each valued, Each Talented, Each Unique. Valuing all God’s Children” is at the heart of everything we do. It underpins the curriculum, informs school development and sets the ethos of our school. Collective Worship reinforces and develops our vision.

RE has an important contribution to make towards this by providing a caring environment where children feel secure and able to express their own views and beliefs. They 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 world view groups to help with this.

## Aims and Purposes

The principal aim for Religious Education is **“to enable pupils to hold balanced and informed conversations about religion and belief”**.

(Taken from the Diocese of Peterborough RE Syllabus and based on continuing Diocesan Adviser work on the Purpose of RE – [www.reonline.org.uk/news/revision-rethinking-re-a-conversation-about-religious-and-theological-literacy/](http://www.reonline.org.uk/news/revision-rethinking-re-a-conversation-about-religious-and-theological-literacy/))

This principal aim incorporates the following aims of Religious Education in Church Schools as taken from the “Church of England Statement of Entitlement 2019”. 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 questions 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 of living, believing and thinking.

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.

## 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.

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

Ashton CEVC Primary School is a small rural primary school, serving the age range 4-11 years. 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 Michael's and All Angels Church and the vicar and members of the congregation support RE and Collective Worship through visits to school, online assemblies and also joining us for services in church.
- We also have close links with the local community. This includes welcoming visitors to the academy from a variety of religious and non - religious backgrounds to support RE lessons and talk to the pupils such as CSALT (Christian School Assembly Link Team) from Gospel Hall.
- Pupils 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 other places of worship both in the immediate vicinity and the wider area 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. Children will have the opportunity to make some of the following visits during their time here.

- Hindu Mandir in Neasden
- Sikh Gurdwara
- Mosque in St James
- Peterborough Cathedral

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;
- 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<sup>1</sup>. **Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%.**

(In practice, this means a starting point of 60 minutes per week for Key Stage 1 and 75 minutes per week for Key Stage 2).

At Ashton CEVC Primary School, we organise our RE time as follows:

In Key Stage 1 a weekly lesson of one hour per week taught in the afternoon.

In Key Stage 2 a weekly lesson of one hour 15 minutes per week, taught in the afternoon.

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<sup>1</sup> *Religious Education in Church of England Schools: A Statement of Entitlement* 2019

[www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf](http://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf)

Due to our mixed age classes we operate a rolling programme for our RE teaching to ensure that pupils are taught the breadth of the Local Agreed Syllabus during their time at Ashton. (See Appendix A)

### **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 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.

The Diocese of Peterborough RE Syllabus has been designed as a resource to support schools/academies 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).

We ensure that teachers in Religious Education allow access by all pupils by adopting a variety of teaching and learning styles. The variety enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research.

Examples of active learning strategies and activities, which we use, are:

- Dramatic conventions;
- Group work;
- Individual reflection;
- Use of music and art;
- Artefact handling;
- Multi - sensory approaches;
- Visits and visitors;
- Use of ICT and Multi Media;
- Use of photos, posters, DVDs.

### **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 leader is Jude Busari, Head Teacher.

The Subject Leader for Religious Education has the following role.

### ***Policy, knowledge and development***

- Reviews the School RE Policy bi- 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 policy;
- Ensures that SEN, EAL and gifted and talented school policies are promoted in RE;
- Promotes RE with staff, pupils, parents and governors;
- Promotes displays of pupils' work in RE;
- Audits available resources, buy new ones and deploys appropriately;
- Keeps up-to-date with local and national developments.

### ***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***

- 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.

### **Quality Assurance**

We ensure that there is external verification of standards in RE in a variety of ways. This includes working with our Diocesan School Consultant, completing a SIAMs self-evaluation and working with other RE subject leads when appropriate.



## Resources

A wide range of resources are in place for each theme/unit within Religious Education. These are all individually boxed according to religion. Resources are stored in the Junior Classroom, and should be returned after use.

The curriculum planning documents are housed on the school shared area, as well as having a hard copy of the Understanding Christianity scheme in the staffroom. The RE Co-ordinator will support staff to ensure they have access to the correct curriculum planning documents for the units covered.

## Matching Work to Pupils' Needs

Whole School policy with regard to special educational needs, the gifted and talented and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This, of course, may not relate to their general educational 'ability'.

## 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. 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;
- 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;
- Gather in annual records of the pupil's attainment based on the Northamptonshire RE Assessment document. (See Appendix 2)
- 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 make specific, individual, accurate comments on each child's progress in RE in this report, based on regular monitoring of work and with regard to the end of phase outcomes. We will transfer this information to new schools when pupils leave us.

## Monitoring, Evaluation and Review

We intend that all staff and governors will review this policy bi-annually.

To ensure that the policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to return a copy of the medium term plan for RE, or plan of the theme with RE highlighted, to the Subject Leader each term. The Subject Leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in readiness for inspection.

### **Self-Evaluation, RE and Inspection**

The Subject Leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with guidance about self-evaluation and review.

### **Transition to Secondary Education**

We provide the schools our pupils move on to with a simple statement of the religions and topics they have been studying as part of their transition information when the schools forms ask this information.

### **Striving for Excellence**

We know that RE makes a powerful contribution to children and young people's learning. It provides them with the chance to explore the big ideas of religion and belief and to think about what matters in their own lives. We look at the continuing role of religion in contemporary British and global society.

We aim to make our school a challenging but safe space for pupils to explore their own and others' religious, spiritual and philosophical convictions critically and responsibly. We give opportunities to engage in dialogue with a range of religions and worldviews.

High quality RE supports the development of the whole child. It also has a significant contribution to make to whole school improvement.

We continuously strive for excellence for all our pupils in Religious Education.

**Named RE Subject Leader: Mrs Jude Busari .....**

**Headteacher: .....Mrs Jude Busari .....**

**Link Governor: Mrs Hilary Spenceley .....**

**Date: .....October 2023.....**

**Review Date: .....October 2024.....**



## Appendix 1

### RE Long Term Plan

#### Infants – 2 Year Rolling Programme

#### Understanding Christianity and Peterborough Diocese Syllabus

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year B	1.2 Who made the world?	1.8 Who am I? What does it mean to belong?	1.1 What do Christians believe God is like?	1.6 Who is Muslim and how do they live?		1.10 How should we care for the world and for others, and why does it matter?
Year A	1.7 Who is Jewish and how do they live?	1.3 Incarnation Why does Christmas matter?	1.7 Who is Jewish and how do they live?	1.5 What does Easter mean?	1.4 What is the "good news" Jesus brings?	1.9 What makes some places sacred to believers?

### RE Long Term Plan

#### Juniors – 4 Year Rolling Programme

#### Understanding Christianity and Peterborough Diocese Syllabus

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	L2.1 What do Christians learn from the creation story?	L2.3 What is the Trinity?	L2.8 What does it mean to be a Hindu in Britain today?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died Good Friday?	L2.9 What are the deeper meanings of festivals?
Year B	U2.8 What kind of king is Jesus	U2.4 Was Jesus the Messiah?	U2.10 What does it mean for a Jewish person to follow God?	L2.4 What kind of world did Jesus want?	U2.12 What will make our village a more respectful place?	U2.11 Why do some people believe in God and some people not?
Year C	L 2.2 What is it like to follow God?	L2.9 What are the deeper meaning of festivals?	U2.1 What does it mean if God is Holy and Loving?	L2.8 What does it mean to be a Sikh in Britain today?	L2.6 For Christians, when Jesus left what was the impact of Pentecost?	L2.10 How and why do people show their commitments during the journey of life?
Year D	U2.9 What does it mean for a Muslim to follow God?		U2.2 Creation and Science – Conflict or Complimentary	U2.4 How can following God bring freedom and justice?	U2.13 Why is pilgrimage important to some religious believers?	U2.14 How do religions help people live through good times and bad times?

## Appendix 2

### SACRE Northamptonshire RE Statements

#### Key Stage One



#### End of Year 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Begin to name the different beliefs and practices of Christianity and at least one other religion.	Begin to talk about and find meanings behind different beliefs and practices.
To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.	Begin to suggest meanings of some religious and moral stories.
Show how different people celebrate aspects of religion.	Either ask or respond to questions about what individuals and faith communities do.
Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.	Express their own ideas creatively.

#### End of Key Stage 1 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

## Key Stage Two

### End of year 3 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Recall the different beliefs and practices of Christianity and at least one other religion.	Suggest and find meanings behind different beliefs and practices.
Retell some of the religious and moral stories from at least three different religious texts and books.	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do and why.
Use key words and vocabulary related to Christianity and at least one other religion.	Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions, and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.

### End of year 4 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices.
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
To begin to understand the diversity of belief in different religions, nationally and globally.	Express views about why belonging to a faith community is valuable in their own lives.
Begin to compare directly different responses to ethical questions looking at <del>From</del> a range of different religions.	Begin to make connections between their own ideas and others.

### End of year 5 statements

AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
Begin to make connections between different belief and practices of all religions.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.
Begin to compare stories, beliefs and practices from different religions including differences and similarities.	Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities.
To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.	Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.
Articulate and begin to apply the different responses to ethical questions from a range of different religions	Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.

### End of Key Stage 2 statements

<b>AT1 - Learning about religion and belief</b>	<b>AT2 - Learning from religion and belief</b>
Make connections between different belief and practices of all religions.	To reflect and respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions including differences and similarities.	Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.
To understand and evaluate the diversity of belief in different religions, nationally and globally.	Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.
Articulate and apply the different responses to ethical questions from a range of different religions	Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.