



RESPECT EMPATHY RESILIENCE ASPIRATION

Giving our children the best possible start to the rest of their lives

CROCKHAM HILL C E PRIMARY SCHOOL

Policy Statement for Religious Education

Review Body:	Teaching and Learning Team
Leadership Group Responsibility:	Headteacher
Type of Policy:	Non-Statutory
Review Period:	3 year cycle
Reviewed:	November 2022
Next Review:	November 2025

Introduction

At Crockham Hill CE (VC) Primary School, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church of England school, the teaching of Christianity is at the heart of our RE curriculum. We use the Understanding Christianity resource, which promotes the use of an enquiry approach enabling children to engage with significant theological concepts and their own understanding of the world as part of their wider religious literacy. Using the Kent agreed syllabus, we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, development is intrinsic to our RE curriculum and has a significant impact on learners. We provide a wide range of opportunities for learners to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Our Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims

- To enable 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.
- 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 explore their own religious, spiritual and philosophical ways of living, believing and thinking.
- 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.

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- To engage with challenging questions of meaning and purpose raised by human existence and experience.

- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment and progress is significant in developing an understanding of Christianity and a range of other world religions and ~~on~~ other world views

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Handling artefacts.
 - Sharing personal experiences.
 - Using art, music, dance and drama.
 - Using story, pictures and photographs.
 - Visiting local places of worship.
 - Listening and responding to music.
 - Making and tasting food e.g. from religious festivals.
 - Looking at, and wearing clothes worn for a variety of religious occasions or within a variety of cultures.
 - Role play techniques such as 'hotseating', 'conscience alley' and 'freeze frame'.
 - Meeting members of different faiths in school.
 - Children experiencing times of quiet reflection to develop their own thoughts and ideas.
 - Visits by members of the local faith community
- Enjoying time to reflect and evaluate.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.

Differentiation and Special Educational Needs

Religious Education is fully inclusive. Policy and practice encompasses the full range and ability of all pupils. Every contribution is valued in RE as they draw on their own experiences and beliefs. We ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

On Thursday 20th October, 2022, a revised SACRE agreed syllabus was launched. This will be in place until October 2027. There are new, additional units and a key focus on Golden Threads premeating through the learning and across religions to maximise pupil learning and retention.

All classes take part in weekly RE sessions which equates to around 50 minutes in KS1; and 1 hour and 10 minutes in KS2.

The time for collective worship is separate from and in addition to this. This is carried out through whole school or class assemblies daily. Further celebrations are events also take place throughout the year.

Breadth and balance

It is expected that at least 50% of RE Lessons will focus on Christianity. In addition, there will be in-depth work on the major world religions and ~~on~~ other world views pertinent to our school context. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable 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. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. It reflects the school values of Respect, Empathy, Resilience and Aspiration.

Resources

All resources are stored and easily accessible. Additional resources on different religions such as artefacts may ~~to~~ be purchased, as required by the revised syllabus. 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.

Assessment, Recording and Reporting

Assessment in religious education will:

- Be directly related to the expectations of the Kent Agreed Syllabus for RE 2022.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement Feb 2019 The Church of England Education Office)
<https://www.rdbe.org.uk/attachments/download.asp?file=40&type=pdf>
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of 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.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise regularly with the HT and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views 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 will be treated with sensitivity and respect.

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.

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

Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Review

This policy will be reviewed every three years in line with the review of the policy for collective worship or earlier if the Agreed Syllabus is changed.