



THE WHITE ROSE FEDERATION

RELIGIOUS EDUCATION POLICY (BURTON SALMON SCHOOL)

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Responsible officer			
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Signed:			
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Links to Other Policies	

Burton Salmon Community Primary School

Religious Education Policy

Religious education should enable every child to develop spiritually and respect the spirituality of others. 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 is 'One family, branching out together', and our Federation is a safe and caring environment which allows our community to flourish and grow. We nurture positive relationships, which lie at the heart of all that we do.

We believe in engaging pupils through challenging and inspiring learning opportunities, which are rooted in practical learning. We foster independence and resilience, enabling each unique individual to fulfil their potential academically, socially, morally and spiritually, learning to become responsible members of our society.

This policy has been adopted by the Governors in consultation with the Headteacher, RE subject leader and teaching staff.

Introduction

We believe that RE offers the chance for all members of the school community to develop their spirituality, reflecting on their own values and beliefs and growing in respect for and understanding of those who are different from them. At Burton Salmon 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 worldviews. We teach according to the North Yorkshire SACRE Agreed Syllabus. Links with our school 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 learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied.

Aims and objectives

Our school aims for all pupils:

- To gain knowledge and understanding of a range of religions and world views 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.

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:

- is intrinsic to the outworking of our 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 pupils to develop their religious literacy.
- enables pupils to acquire a rich, deep knowledge and understanding of religious 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 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

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. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

Time Allocation.

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two; this reflects 5%.

The time allocated on a weekly basis for teaching RE at Burton Salmon Primary School is:

EYFS	planned within the EYFS Framework
KS1	2 hours
KS2	2 hours

Scheme of Work

Teachers work from the North Yorkshire Agreed Syllabus for RE. As such, all pupils will study the following religious traditions during their time in school:

EYFS	themes emerging from the EYFS Framework.
KS1	Christianity, Islam and Judaism.
KS2	Christianity, Islam, Judaism and Hinduism.

Understanding Christianity – a resource

'Understanding Christianity' is a resource bank of materials, intended to support teachers in school when teaching about Christianity in Religious Education. They are coherent and comprehensive resources to support:

- **theological and conceptual basis**, taking seriously Christian accounts of the 'big story' of salvation and the relationship of the reader/pupil to these texts
- clear outlines of **core knowledge 'building blocks'** in relation to Christianity, to enable teachers to see what pupils should know, understand and be able to do
- theological training support for teachers
- essential **background information** for the teacher about Christian concepts, theology and practice
- **teaching and learning approaches** to enable pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world
- flexible opportunities for **assessment**: these use both knowledge building blocks (suitable for 'mastery' models of assessment) and end of phase/key stage outcomes (which incorporate knowledge and the skills with which to handle, integrate and apply this knowledge). These allow pupils to make progress from surface learning to deeper learning at all ages.

Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with biblical concepts through texts, placing them within the wider Bible story.

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Building from the agreed syllabus, our RE teaching aims to ensure that all pupils:

- Know about and understand a range of religious worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

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. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

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

- Posing and discussing 'big' and challenging questions
- Interpreting information from different sources
- Listening to and discussing with the teacher and other pupils
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures, photographs, music and drama
- Experiencing visits and visitors
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek 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. Questions, views, and opinions are treated with sensitivity and respect.

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.

Cross-curricular links

Our RE syllabus works alongside our 'Guerrilla' school curriculum, to broaden pupils' horizons and increase their empathy for diverse and contrary worldviews. Religious education supports the development of general educational abilities 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.

Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school and local area, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. The RE subject leader supports class teachers to organise these educational visits.

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.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- 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.
- 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 locally and regionally and engage in professional development for themselves and other staff members.
- 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.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs 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 religious education will:

- Be directly related to the end of key stage outcomes, outlined in the North Yorkshire Agreed Syllabus for RE.
- 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.
- Enable effective reporting to parents.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next two years, and then be fully reviewed by all staff and governors. To ensure that our RE 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 share a copy of the planning for RE with 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 preparation for any scrutiny.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. These are shared with staff at staff meetings.

Staff training and CPD

The RE Leader regularly attends diocesan and local authority RE training and then shares the key elements of these sessions with staff at staff meetings.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(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.

We note the Human Right of parents to withdraw their children from RE. 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 importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the headteacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Requests for full or partial withdrawal from RE should be made in writing to the headteacher and a record kept of them.