



*‘Through God’s Love We Learn and
Flourish Together’*

Corinthians 16:14

Compassion, Courage, Perseverance, Respect, Thankfulness, Trust

RELIGIOUS EDUCATION POLICY

Policy Lead Committee: Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

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1. Religious Education and the School's Christian Vision

Our vision is 'Through God's love we learn and flourish together'. With enthusiasm, our dedicated staff aim to ensure that all children flourish and develop into confident, responsible and selfless members of their community, based on shared Christian values.'

Our chosen Christian values are compassion, courage, perseverance, respect, thankfulness and trust.

Religious education plays a vital part in the education of children. It enables children to investigate and reflect on some of the most fundamental questions asked by people whilst developing a sense of awe and wonder. Religious education enables children to develop a sound knowledge of Christianity and other world religions. Children are able to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. At Aylburton and English Bicknor C of E Primary Schools, we help children learn from religious and non-religious worldviews.

The principle aim of religious education in our school is to engage pupils with key questions arising from the study of religion and non-religious worldviews so as to promote their spiritual, moral, social and cultural development.

In Church of England schools, collective worship reflects the traditions of the Church of England and develops learners' understanding of Anglican traditions and practice. Collective worship is the unique heartbeat of Aylburton and English Bicknor C of E Primary Schools and is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, the bible and our Christian values. We hold collective worship on a daily basis in the form of whole-school gatherings (collective worship), classroom worship, the local clergy and Open the Book.

2. Legal Position of Religious Education in our Schools

Aylburton and English Bicknor are Church of England Academies; therefore, Religious Education is provided in line with the funding agreement and the academy follows the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2023.

2.1 The Right of Withdrawal from Religious Education

Parents have the right to withdraw their children wholly or partly from Religious Education provided they give the head teacher written notification of their intention to do so. We would expect that parents would discuss this matter with the head teacher. Parents are informed of their rights in the School Prospectus.

Parents who want to withdraw their children from RE will be made aware of the RE syllabus, including all learning objectives and will be given the opportunity to discuss this.

If pupils are withdrawn from RE, we have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.

3. Aims

In the Early Years Foundation Stage, pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year.

At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year. This will be done through a mix of weekly lessons and RE days.

At Key Stage 2 pupils study Christianity, Judaism, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. This will be done through a mix of weekly lessons and RE days.

3.1 Intent

- to develop an awareness of spiritual and moral issues in life experiences;
- to develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have a clear understanding of our Christian values;
- have respect for other peoples' views and to celebrate the diversity in society.

3.2 Implementation

The subject leader is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and sharing good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as Understanding Christianity
- Supporting and clarifying the approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around IQ6.

3.3 The Head Teacher and Local Academy Committee

The Headteacher and Local Academy Committee make sure that:

- RE has a high profile within the curriculum
- All pupils make progress in achieving the learning outcomes of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress

3.4 Impact

By the end of Key Stage One and as part of the 'making sense of belief' element, our pupils will be able to identify core beliefs and concepts studied and give simple

descriptions. They will be able to give examples of how stories show what people believe. When 'understanding the impact', they will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions. They will be able to give examples of ways in which believers put their beliefs into practice. When 'making connections', our pupils will be able to think and ask questions about whether the ideas they have been studying reflect their lives in any way.

By the end of Key Stage Two, when 'making sense of beliefs', our pupils will be able to identify and explain the core belief and concepts learned using examples from texts. They will describe examples of ways in which people use texts to make sense of beliefs and compare ideas for how believers interpret texts. When 'understanding the impact', they will be able to make clear connections between what people believe and how they live, and use evidence to show how and why people put their beliefs into practice in different ways. When 'making connections', our pupils will be able to reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses. They will consider and weigh up how ideas studied in the unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

4. The Curriculum

We plan our religious education curriculum in accordance with the Gloucestershire Agreed Syllabus 2017 - 2023. The Agreed Syllabus sets out three core elements which are woven together to provide breadth and balance within the teaching and learning about religions and beliefs. These three core elements are:

- Making sense of a range of religious and non-religious beliefs.
- Understand the impact and significance of religious and non-religious beliefs.
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious world views.

We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

4.1 Teaching Methods and Learning Styles

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter and Christmas etc. to develop their religious thinking. We include visits to our local church and welcome visits from our local vicar.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Research includes using books and the Internet.

We recognise the fact that all classes in our school have children of differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

4.2 Planning

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage.

Our medium-term plans give details of each unit of work for each term.

The class teacher uses plans for each lesson which contain the specific learning objectives for that lesson.

RE is planned as a discreet subject and where appropriate is included in the teaching of the creative curriculum.

5. Assessment, Recording and Reporting

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. We all use end of unit assessments which contain a series of questions based on the unit's learning – this further supports teachers' judgements which are inputted onto our assessment sheets.

Reporting to parents is carried out through parents' evenings, mid-term and annual reports. Teachers' comment on pupils' attitudes as well as on progress in the acquisition of knowledge and the development of skills.

6. Monitoring

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

They are specially allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

7. Resources

The school is well resourced.

Visits from members of different faith communities and visits to different places of worship are important and valued resources.

8. Links to Other Policies

This policy supports and is supported by:

- Teaching and Learning Policy.
- Feedback and Marking Policy.
- Equality Policy.
- Spiritual Moral Social Cultural Policy.

9. Other Sources of Information

- Valuing All God's Children Autumn 2017.
- 1988 Education Act.
- National Curriculum Department of Education.
- The Church of England; Understanding Christianity.
- The Church of England; Deeply Christian, Serving the common good 2016.

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- Commission on Religious Education, Religion and World Views: The Way Forward, A National Plan for RE (Religious Education Council for England and Wales 2018)

This policy is available on the school's websites:

[Policies | English Bicknor C of E Primary School](#)

www.aylburtoncofe.co.uk/policies

Paper copies are available on request from the School Office