

Sundridge & Brasted CEP School

Religious Education Policy



Date Ratified: March 2023
Review Date: March 2025

Policy Statement for Religious Education

Religious education 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 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)

Introduction

At Sundridge & Brasted school, we view RE as a priority subject; valuing and recognising the incredible opportunity that it allows our children in terms of their holistic development. We also appreciate the important role it plays in reflecting and complementing the school's Christian values and character.

Across the 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. RE lessons are engaging and challenging, and offer pupils an enquiry-based curriculum, allowing them to not only acquire a comprehensive knowledge and understanding of the range of faiths and world views studied throughout their time at primary school, but also encourage critical thinking, personal reflection and a safe space for their own spiritual, moral, social and cultural (SMSC) development. This really helps children to flourish, as they foster their own thoughts, beliefs and opinions and make sense of how and where these fit alongside others in their class, those from different faith groups and those in the wider world.

We use the Rochester Diocesan RE materials to support the delivery of the Kent agreed syllabus. Because we are a church school, the Christian faith is at the heart of our RE curriculum, and using the 'Understanding Christianity' resource allows children to engage with theological concepts, 'big questions' and deep thinking, in a sequential and explorative way, through a variety of approaches and experiences. Other faiths and world views are taught using a similar approach through the Rochester Diocesan syllabus, with a huge emphasis on developing mutual respect, tolerance for others and celebrating differences, whilst understanding and making links between the beliefs studied

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims to:

Aims

- Enable pupils to know about and understand Christianity as a diverse global living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- Enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Allow pupils to engage with challenging questions of meaning and purpose raised by human existence and experience.
- Contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

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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:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views 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

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 distinctive Christian 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*
**Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*
- 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 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

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Curriculum balance and time

The Kent Agreed Syllabus requires a minimum 5% curriculum time for RE, which amounts to one hour a week at Key Stage One and 1.25 hours at Key Stage Two. (This is in addition to time for worship). As a Church school, we make sure that this is fulfilled. 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.

The majority of the RE units taught focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion. However, there are opportunities to compare and contrast religious ideas and beliefs in a number of the units and also a few thematic units included. See *Appendix 1* for a more detailed summary of our RE scheme.

Teaching and learning

Our Agreed Syllabus emphasises the importance of distinctive RE skills, such as enquiring, questioning, analysing and interpreting, as well as evaluating, responding and reflecting. Lessons and learning activities are planned to develop each skill. RE lessons also 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.

Teachers plan schemes of work around an overarching enquiry question (the big question) with each lesson focusing on an enquiry question that feeds into this - the focus of the lesson being on answering that question during the lesson. This enquiry-based approach allows the use, and development of, the aforementioned RE skills, and pupils experience opportunities to learn and express themselves through this by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in books and on the internet.
- 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 part in outdoor learning.
- 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. 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.

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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. 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 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.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Rochester Diocese *See Appendix 2 for assessment document*. This is collated by the RE subject lead.
- 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.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- 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.

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- 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.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. 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. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

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 or play groups.

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.

If a parent does choose to remove their child from RE lessons, they will be invited to partake in a conversation with the Headteacher about the nature of the activities they will be engaging with in place of their RE lesson.

Date of Validation:.....

Signed by Chair of Governors:.....

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Appendix 1

RE curriculum overview



Kent Agreed Syllabus incorporating Understanding Christianity

Correct as of July 2020



Black = Understanding Christianity units

Red = RE Today units of work

Blue = Diocesan units of work

Green = other

	AUTUMN		SPRING		SUMMER	
Reception <i>Squirrel Yr A</i>	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	What do Christians believe is special about Jesus and the message that he brings?	SALVATION Why do Christians put a cross in an Easter garden?	What can we learn from Old Testament stories?	What stories are told by and about people of different faiths and beliefs? with support from RE Today unit
Year 1 <i>Squirrel Yr B</i>	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? CORE LEARNING (Focus on the Gospel of Luke and the account of the journey to Bethlehem and the visit of the shepherds)	GOSPEL What is the good news that Jesus brings? CORE LEARNING	SALVATION Why does Easter matter to Christians? CORE LEARNING	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?
Year 2 <i>Hedgehog Yr A</i>	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? DIGGING DEEPER (Focus on the Gospel of Luke and the visit of the wise men or magi)	GOSPEL What is the good news that Jesus brings? DIGGING DEEPER	SALVATION Why does Easter matter to Christians? DIGGING DEEPER	ISLAM Who is a Muslim and what do they believe?	ISLAM Who is a Muslim and what do they believe? OR SCHOOL DESIGNED UNIT: A FAITH FOUND WITHIN YOUR LOCAL COMMUNITY

Year 3 <i>Hedgehog Yr B</i>	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? CORE LEARNING (focus on Baptism or the Grace) CHRISTMAS theme 2 lessons	SIKHISM What is important for Sikh people?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?
Year 4 <i>Owl yr A</i>	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? DIGGING DEEPER (focus on John 1 – this is built around a Christmas theme)	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? (<i>/Why do Christians remember the events of Holy Week every year?</i>) DIGGING DEEPER	HINDUISM What does it mean to be a Hindu in Britain today?	Why do some people think that life is a journey and what significant experiences mark this? See updated plan
Year 5 <i>Owl yr B</i>	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? CORE LEARNING (this unit inc. coverage of Christmas)	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	JUDAISM What does it mean to be Jewish in Britain today?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1) <i>See separate guidance*</i>
Year 6 <i>Fox Yr A&B</i>	CREATION Creation and science: conflicting or complementary? in the wider context of 'Big Questions'	GOSPEL What would Jesus do? (INCARNATION Was Jesus the Messiah? DIGGING DEEPER) + CHRISTMAS Theme: 2 lessons	ISLAM What does it mean to be a Muslim in Britain today? (Part 2) <i>See separate guidance*</i>	SALVATION What difference does the resurrection make for Christians?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	KINGDOM OF GOD What kind of king is Jesus?

*Amended guidance for years 5 and 6

The RE today unit; 'Is it better to express your beliefs in arts and architecture or in charity and generosity?' relies heavily on the children having a deep understanding of the Muslim faith and the Mosque. Therefore this unit must come after both Islam units in the overview. Please see Muslim planning guidance document for support in how to split this unit across two year groups.

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Appendix 2

Example of Assessment grids to be completed each term, for each unit, by each teacher, then collated by RE subject lead



RE Assessment Record



Year Group: 6	CREATION/FALL Creation and science: conflicting or complementary?	Teacher:
Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Outline the importance of Creation on the timeline of the 'big story' of the Bible. <input type="checkbox"/> Identify what type of text some Christians say Genesis 1 is, and its purpose. <input type="checkbox"/> Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. <input type="checkbox"/> Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. <input type="checkbox"/> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. <input type="checkbox"/> Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. 		Knowledge building blocks: <ul style="list-style-type: none"> <input type="checkbox"/> There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. <input type="checkbox"/> These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? <input type="checkbox"/> There are many scientists throughout history and now who are Christians. <input type="checkbox"/> The discoveries of science make Christians wonder even more about the power and majesty of the Creator
Emerging	Expected	Exceeding
Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe	Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect	Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas .. Consider and evaluate
End of upper KS2 skills		