

# Bottesford C of E Primary School



## Religious Education Policy

<b>Policy Date:</b>	2024/25	<b>Version:</b> 1.0		
<b>Policy Review Date:</b>	2027/28	Headteacher: Emma Barker	Signature:	Date:
<b>Ratified by Governing Body:</b>				
Name: Karen Allen		Signature:		Date:

## **Introduction**

### ***Equal Opportunities Statement***

Discrimination will not be made against any pupil, parent or carer, members of staff, governors or visitors with respect to race, religion, disability or gender. Neither will assumptions be made about individuals based on stereotypes.

### ***Preliminary Statement***

Throughout this document, let it be understood that, in our context as a church school, we aim to demonstrate and celebrate Christian values and principles within an environment of love and respect for God, our neighbour and the world around us, (Matthew 22:32-40).

In this we are all learning together what it means to be developing as 'whole' human beings, while also exploring and developing our own particular 'faith' or 'life view', (our own beliefs and values), in response to the experiences that we meet each day.

The outworking of this can be seen in all that we try to do: in the development and everyday living out of our school's Christian Vision and Values and school aims, in our policies for spiritual, moral, social and cultural development throughout the curriculum and extra curriculum, in our specific policies for RE and collective worship and, we hope, in all our resulting day to day activities and relationships.

## **AIMS**

At Bottesford C of E Primary School we aim to ensure that our RE can 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.

RE is part of our basic curriculum provision for all pupils on the school roll. It is a non-confessional academic subject which provides our pupils with a logical, systematic, sequenced progression of knowledge and skills so that they can:

- Understand and know about major world religions and worldviews
- Critically engage with texts, and
- Regard RE lessons as a safe space to critically reflect on their own religious, spiritual and philosophical convictions

## Our RE Aims and Objectives

Our RE is taught according to the **Leicestershire Agreed Syllabus for RE (2016)**. In the light of this our principle aim for RE is:

'To engage pupils in *systematic enquiry* into significant human questions which religion and worldviews address, so that they can *develop the understanding and skills* needed to appreciate and appraise varied responses to these questions, as well as *develop responses* of their own',

This means that they will need to:

1. Know about and understand a range of religions and worldviews so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## **RE Time Allocation**

Reflecting our school's academy funding agreement parents and pupils are entitled to expect that in our Church school 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 1-2.

Apart from EYFS where the curriculum lends itself to a more cross-curricular approach at times, these hours are usually blocked into five RE weeks spread throughout the year when all classes study RE and are, as much as possible, focusing on the topic. This enables the co-ordinator to organise CPD and resources across the school and the best use of visitors.

RE curriculum time does not include our times of collective worship, even where these might link directly with our RE work.

## **RE Scheme of Work**

Our long-term plan is based on the Leicester Diocese Syllabus and also supported by a wide range of other resources, not least 'Understanding Christianity'.

Long and Medium Term Plans are shared centrally on our school 'Server' for staff to use and adapt. A two- year rolling programme is in place to accommodate mixed-age classes.

## **What Religions are Taught?**

In EYFS our children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

At KS1 Christian and Jewish people are explored in detail as living faiths. Other faiths are referred to in our multi- faith units and according to the beliefs of the children. It is the teaching of the concepts underlying the content that is important and a key learning objective for this key stage is that children are aware that there are a number of different religions.

At KS2 Christian, Muslim, and Hindu people are studied in depth whilst the study of other religions is integrated into our multi- faith units. The syllabus requires that, in addition to the religions required for study at each key stage, non-religious worldviews should also be

explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs although this has to be balanced with the demands of covering multiple world views in a limited time.

### **Teaching and Learning Styles**

We aim to ensure the use of whole group and small group work and discussion, art, drama, music, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies.

### **Resources**

Resources, including reference books for staff and artefacts, are stored in the KS2 quiet room, in Chestnut Class and in the Library. Online resources and useful web links can be found on the school 'Server' under *RE Coordinator*.

### **Visitors and Visits to places of worship**

Given our particular context, we firmly believe that our children should be meeting people from different cultures and faiths and aim to welcome not only visitors from different Christian denominations but also a range of other worldviews to share their experiences with us. We work closely with St Phillip's Centre, Leicester. We value highly opportunities to visit places of worship and appreciate not only the strong links our school has with St Mary's Church, but also, we aim always to make the most of opportunities to visit other places of worship and significance.

### **Matching Work to Pupils' Needs**

Whole school policy with regard to 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 and spirituality which may not relate to their general educational 'ability'.

### **Assessment**

We report on pupils' progress and attainment in RE to parents, as required by law. The Learning Outcomes from each unit of work are used to inform assessment and staff are informed by the emerging, expected and exceeding statements outlined in our Agreed Syllabus. At present, we are reviewing our assessment of all subjects in the light of national guidelines on progression and are awaiting more local and national RE guidance on this. A folder of examples of pupils' work, which is designed to help teachers make judgements about attainment and progress, is available on the server.

## **Monitoring, Evaluation and Review**

Teachers' MTPs can be found on the server. Monitoring this planning, 'book looks', pupil interviews, analysis of displays etc. all contribute to the RE Co-ordinator's ongoing monitoring.

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

The RE Co-ordinator aims to maintain an active awareness of the strengths and weaknesses of the subject, in line with OFSTED and SIAMS guidance about self-evaluation and review.

## **Withdrawal**

We note the right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We endeavour to ensure all parents, carers and teachers are not only happy but also supportive of all the work we do as part of RE. Our agreed syllabus guidelines aim to be very inclusive in character, encouraging an attitude of respectful interest in all thoughtfully held beliefs and worldviews, and a willingness to explore issues together in an open, reflective context in which we can each learn from one another. It is therefore hoped that nobody should feel the need to withdraw their child or themselves from the enterprise of learning in and from RE in our school. Please refer to the coordinator or head teacher any questions from parents about withdrawals.