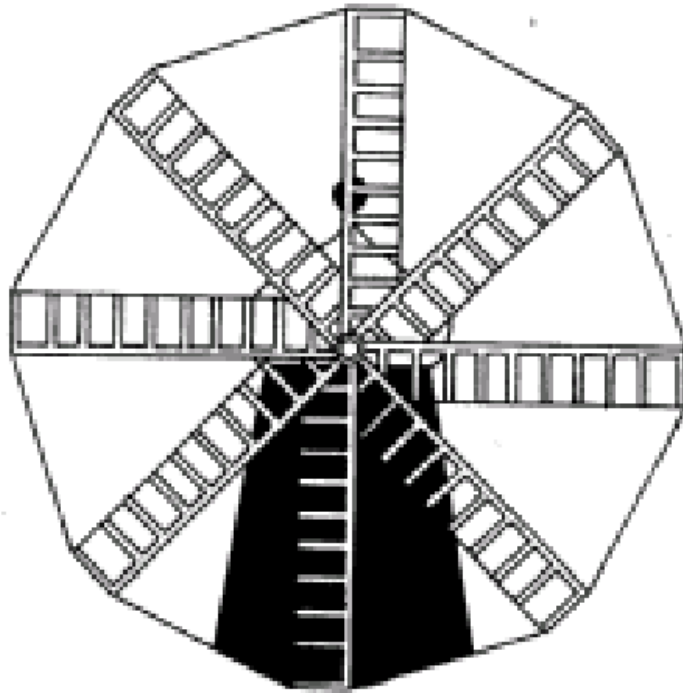


Religious Education Policy

Heckington St. Andrew's C of E Primary School

Respect + Responsibility + Relationships + Resilience + Reverence
Five Rs = Ready for Life

“I have come that they may have life, and have it to the full.” John 10:10



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

This policy should be read in conjunction with other policies in school including: SMSC, Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

1. Statement of Principles

*..if someone asks about your hope, always be ready to explain it.
But do this in a gentle and respectful way. 1 Peter 3:15*

To develop religiously literate children who have “The ability to hold balanced and informed conversations about religions and beliefs.”

2. Aims

Within this framework our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the ‘big questions’ raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

3. Legislation and Guidance

RE at Heckington C of E Primary School is provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire.

4. Curriculum Intent

Our R.E. curriculum is underpinned by our locally Agreed R.E. Syllabus. Through R.E. our pupils will develop religious literacy and knowledge of significant religions including Christianity, Islam, Judaism and Hinduism.

Pupils will develop their abilities to articulate the beliefs and practices of the major religions and diversity within a religious community. They will be taught to value the religions and religious beliefs and practices of their peers as well as question thoughtfully, and to compare compassionately, in order to celebrate the diversity of thinking across the globe.

We aim to teach our pupils about equality and to instil in them a tolerance, understanding and respect of all cultures, faiths, disabilities, and ways of life and living. They will be taught to respect the rights of others to hold diverse opinions and participate in culturally different practices. Pupils will be able to defend ideas and/or practices with which they do not necessarily agree. They will develop their ability to make morally based decisions, and to behave with respect and compassion to fellow citizens.

5. Curriculum Implementation

Teachers plan from the agreed long-term planning and our progression document which identifies key substantive knowledge and uses the disciplinary lenses of 'believing, 'living' and 'thinking' to scaffold learning. These are underpinned by the Agreed Syllabus. R.E. is taught in weekly discrete lessons.

Teachers adapt the planning to best support the progression of pupils in their class, consulting with the subject leader if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, usually at the discretion of the class teacher. Lessons require pupils to develop their ability to analyse, evaluate and

compare between their developing understanding and prior learning about other religious and non-religious worldviews.

Teaching of RE is centred on three strands:

BELIEVING: Making sense of the text. *Developing skills of reading and interpretation; understanding how believers interpret, handle and use sacred texts; making sense of meaning of texts for adherents.*

LIVING: Understanding the impact. *Examining ways in which believers respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within their religious community and in the world.*

THINKING: Making connections. *Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.*

These in turn will be based on four key concepts: God, being human, community and life-journey.

6. The Context

Heckington C of E Primary School is a rural school for children in the age range 4 to 11 years old. We work to the Lincolnshire Locally Agreed Syllabus for RE.

As a Church of England school, we recognise the core place that RE occupies in relation to our Christian distinctiveness. The Diocese of Lincoln recognises the opportunities that RE offers for pupils to encounter a range of religions and world views. We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with local clergy and we value their contribution to our provision of engaging RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice, and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

7. Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36

hours per year for KS1 and 45 hours per year for KS2. This time is arranged in a range of ways, including discrete weekly lessons and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

RE curriculum time does not include collective worship or assembly.

8. Scheme of Work and Planning

Our RE Scheme of Work is based on the Lincolnshire locally agreed syllabus. RE will be based around termly themes/cross-curricular units. Understanding Christianity will be 50% of our syllabus, with other world religions being studied for the remainder of the time. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum.

Curriculum planning for RE is in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied throughout the school; the medium-term plan gives details of each unit of study delivered to each year group.

9. Teaching and Learning

Ofsted guidance encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. Cross-curricular work is encouraged, in line with whole school policy on teaching and learning. However we ensure the subject specific learning of RE is not lost in cross-curricular outcomes. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire locally agreed syllabus for RE. Heckington CE Primary School has invested in the 'Understanding Christianity' scheme and resources. We use the triple approach of this scheme in all aspects of teaching RE. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE.

10. Visits and Visitors

We consider that an essential element of the delivery of good quality RE is encounter with world faiths. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and aim to provide pupils with the chance to encounter world religions as living faiths in modern Britain.

11. Assessment

We follow the principals set out in the 2018 SACRE syllabus:

6.4 How to make assessment manageable

- *Teach and assess fewer things in greater depth.*
- *Conduct interviews with a sample of pupils representing different ability levels to assess their learning over a period of time.*
- *Ensure that learning objectives are clear in advance of each assessment activity, so that pupils' responses can be easily related to those objectives.*
- *Be very focused on **what it is that is being assessed**, e.g. by limiting the number of objectives to be assessed.*
- *Be flexible about classroom organisation, e.g. the majority of the class may be working while a small group or individual pupils are being assessed.*
- *Make use of peer and self-assessment.*
- *Rather than recording every pupil's achievement, record only those which fail to meet or which exceeded the expectation.*
- *Be aware that pupils can demonstrate their skills, knowledge and understanding in a variety of ways.*

Assessment criteria are reflected in our planning outcomes, ensuring that work is both matched to pupil need and enables progression. RE is assessed in terms of the three stands of believing, living and thinking. The learning outcomes that make up part of the 'Understanding Christianity' scheme are used to direct and focus learning and teaching effectively. They are modified to allow assessment of other faiths. Whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs.

12. RE and Inclusion

At Heckington CE Primary School we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this.

13. Inspection

Heckington CE Primary School is a Voluntary Controlled Primary school. As such, the effectiveness of RE is inspected as a separate element of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

14. Monitoring and Review

We intend that this policy should operate for the next two years, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. They will use a variety of quality assurance methods including pupil voice, book scrutiny, planning scrutiny and lesson observations / learning walks.

15. Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the school governors.

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to clearly communicate the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing and is not obliged to provide alternative work.*

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.