



KIRKBY AND GREAT BROUGHTON CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

Religious Education Policy January 2022

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 Kirkby and Great Broughton 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. We teach according to the Diocese of York and Leeds RE Syllabus. As a church school, the teaching of Christianity is at the heart of our RE curriculum through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. 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 world views studied.

Aims and objectives

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

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews 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 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 wellinformed 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. *Diocese of York September 2019*
 - 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 and time

In our school, Christianity is the majority religion studied in each year group (at least 50% of RE curriculum time.) Sufficient dedicated curriculum time, is committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% .

Time Allocation. RE is taught for a minimum of 36 hours per year at Key Stage One, and 45hours per year at Key Stage Two. (this reflects 5% see above)

The time allocated for teaching RE at Kirkby and Great Broughton Primary School is:

EYFS 36 hours of RE, e.g. 50 minutes a week or as part of continuous provision

5–7s 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)

7–11s 45 hours of tuition per year (e.g. an hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE)

At Kirkby and Great Broughton School we have termly 'Journey Days' which enrich the RE curriculum and ensure the minimum time as above.

As well as Christianity, children are taught other faiths and worldviews:

EYFS: themes emerging from the EYFS Framework

KS1: Christianity and Judaism

Years 3,4 and 5: Christianity and Hinduism

Year 6 Christianity and Islam

Children will also spiral their knowledge by covering broader questions encompassing more than one religion.

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. 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
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves in libraries and on computers.
- 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. 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.

Visits and visitors

When possible, we visit places of worship in the local area and region, 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. When possible, all pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

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.

Diocese of York September 2019

- 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.

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 Diocese of York and Leeds RE syllabus

· 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.
- Be consistent with out Marking and Feedback Policy

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. (*Diocese of York September 2019*) 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 head teacher 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 head teacher and a record kept of them.

Agreed By Governors _____
