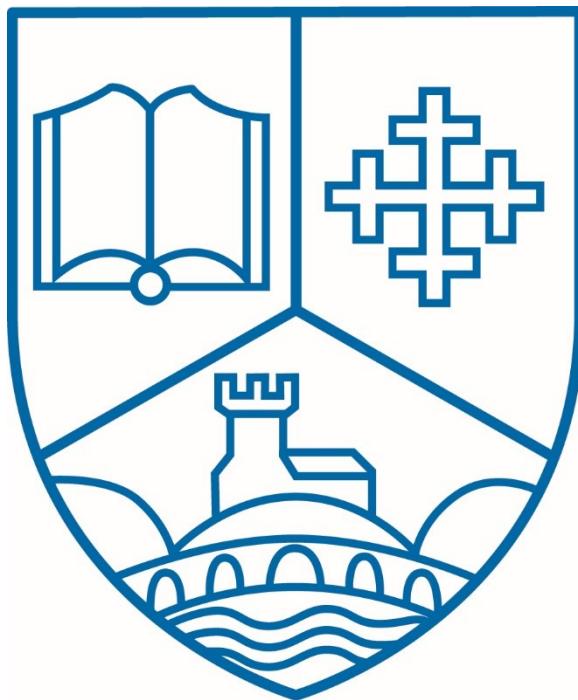


**BIDFORD ON AVON  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**



**Religious Education Policy**

**May 2023**

**Review date – May 2025**

## **Introduction**

This policy outlines the teaching, learning and management of the Religious Education Curriculum at Bidford-on-Avon C of E Primary School. It has been developed in consultation with the teaching staff, using the 'Warwickshire Agreed Syllabus for Religious Education'. This policy has been drawn up to reflect our whole school approach to Religious Education and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of the Head Teacher and teaching staff. The policy for RE should be read in conjunction with the School's RE Scheme of Work, the policy for Collective Worship and the Executive summary from the Church of England on its Vision for Education.

## **The legal requirements**

In accordance with the 1988 Reform Act, Bidford on Avon CE Primary School religious education is a statutory subject for all pupils as part of a broad and balanced curriculum. In the UK, parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education (section 71 of the School Standards Framework Act 1998).

At Bidford on Avon we consider it good practice to talk to parents to ensure that they fully understand the aims and principles of RE to inform their decision, however as a C of E school with a strong Christian foundation we necessitate that those families who have chosen to send their children to our school uphold and are respectful of our Christian ethos which is explored directly during curriculum RE time.

By law each Local Authority is required to have a Locally Agreed Religious Education Syllabus with the establishment of a Statutory Advisory Council for Religious Education (SACRE). RE is multi-faith. The curriculum drawn up by SACRE (Warwickshire Agreed Syllabus) reflects the fact that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principle religions represented in Great Britain.

## **Purpose of study, intent and aims**

At Bidford on Avon, we believe that RE is of fundamental importance in helping children to learn about: the Christian foundation and ethos underpinning school life; the Christian values woven through the curriculum; the lives and beliefs of those who follow the principal world religions, as well as Humanists and people of no faith or different worldviews.

The RE curriculum enables our children to gain a deep awareness of their own and others' unique identities as they explore challenging questions about the meaning and purpose of life, beliefs about God, religious practice, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to reflect on the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. The subject encourages children to demonstrate curiosity about faith and recognise how it impacts upon the lives of individuals, society and culture. Pupils learn to articulate clearly and confidently their personal beliefs, ideas, values and experiences and contribute to a cohesive and compassionate society through developing respect for the religious and cultural differences of others

The Warwickshire Agreed Syllabus for Religious Education aims to ensure that all pupils:

Know about and understand a range of religions and world views 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 world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews so 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 various dimensions of religion.

Gain and deploy the skills needed to engage seriously with religion 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 communities clearly in order to explain why they might be important in their own and other people's lives.

### **Teaching and Learning**

At Bidford-on-Avon Primary School RE objectives are taught discretely with relevant links made to previous learning and the wider curriculum. Opportunities for learning are also drawn from visiting faith leaders and visits to places of worship (virtual and real). We believe that pupils are best served being taught the best possible content, within discreet curriculum areas. Our curriculum is knowledge-rich and disciplinary/subject-based focussing on the key knowledge, vocabulary and skills, whilst ensuring that a rich vein of social, moral, spiritual and cultural education supports the sense of awe and wonder integral to learning in RE. As appropriate contextual links are made across other curriculum subjects to provide meaning and context for learning e.g. geography/ history linked to bible stories and timelines; religious art linked to an understanding of symbolism and how people worship.

The use of ambitious, focussed learning goals carefully linked to lesson content and activities; rich questioning; well -pitched exposition and discussion; research, enquiry, collaboration, reflection and the development of listening, communication, thinking and problem-solving skills encourages pupils' curiosity, self-directed learning and long-term retention of knowledge. Targeted feedback and formative assessment support the enrichment, broadening and deepening of pupil's learning, whilst identifying and addressing misconceptions.

We believe that RE should be meaningful and embedded in the children's experiences. The curriculum should involve practical experiences, engaging resources, creativity and personalised learning, whilst drawing on and considering both pupil's prior and personal knowledge. We use a variety of teaching and learning styles in our RE lessons, combined with enquiry-based research activities. We encourage children to think creatively and critically and to ask as well as answer and reflect upon 'big' questions. We offer them the opportunity to use drama, art, music, religious texts, books, poetry, artefacts, internet research and first-hand experiential learning to focus on defined learning goals and to develop responses either written, discursive or expressive that reflect their knowledge acquisition as well as their personal experience.

Our aim is to deliver an RE curriculum which can be accessed by all pupils. The curriculum should engage and inspire learners whilst conforming to, but not being limited to, the Agreed Syllabus. We recognise the fact that in all classes there are children of different abilities in RE and we aim to provide suitable and challenging learning opportunities by differentiating tasks, giving additional support to individuals or groups and allowing extensions to RE work through independent research, creativity and problem solving.

### **Curriculum Planning**

The Coventry and Warwickshire Agreed Syllabus is taught throughout EYFS, Key Stage One and Two. The agreed syllabus covers key concepts and processes as the children:

1. Know about and understand a range of religions and world views;
2. Express ideas and insights about the nature, significance and impact of religion and worldview;
3. Gain and deploy the skills needed to engage seriously with religion and world view.

Example units from RE Today, SACRE and the Warwickshire Agreed Syllabus form the basis of our planning so that pupils will acquire knowledge and understanding of people that follow the six principal world religions and non-religious worldviews: Christians, Muslims, Jewish people, Hindus, Sikhs and Buddhists, as well as Humanists and people of no faith. It is important that pupils are aware of variety in belief and practice, even within any individual religion.

Units are organised to provide a balance of the key aims across a year. The school recognises the need for a balance in the aims over the rolling programme and the need for a multi-disciplinary approach, linking aims to different 'lenses' of study and teaching or learning approaches: Believing – Theology/ Expressing – Philosophy; Living – Social and Human sciences.

The syllabus is presented in a combination of a 'systematic' and 'thematic' format either focussing on a single religion or looking at a particular theme across more than one religion or world view. Units focusing on particular faiths are taught at the start of the academic year to provide the skills and knowledge needed in the thematic based units taught later in the year.

Class teachers use these resources as a basis for creating relevant, stimulating and creative learning opportunities for their pupils, ensuring that the principles and processes that support quality learning within a unit are not compromised.

The RE curriculum planning is organised in three ways, long term schemes of work, medium term and short term planning. (See curriculum policy). Curriculum maps also outline the whole curriculum studied each year at each phase.

Long term schemes map out the elements of the RE programme of study studied each year for KS1, LKS2 and UKS2. Schemes identify the relevant content, key objectives and key vocabulary studied in each unit of work. Progression maps also outline the key learning to be attained at the end of KS1; lower KS2 and Upper KS2. Separate progression maps also outline the progress over the primary phase for each of the main religions.

Medium and short term planning builds upon their prior learning and long term schemes, detailing the aim, content, key vocabulary, key knowledge, resources, assessment milestones, cross-curricular links and cultural capital and series of differentiated lessons taught over each unit of work, relevant to the Key Stage and class. All planning is completed on standardised planning proformas to ensure consistency in content and expectation.

Key Stage 1 are required to:

- Ensure that the key processes: the purpose of religion (A1) and the aims of religion (A2) and their elements are addressed and linked
- Develop understanding of all the six principal religions and recognise that many people hold secular (non-religious) views.
- Ensure focus is given to Christianity and two other religions chosen from Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should
- Develop pupil's understanding of the role of religion in encouraging forgiveness, bridgebuilding and reconciliation.
- report on pupils' attainment (as required in the NC foundation subjects)

Key Stage 2 Key Stage 1 are required to:

- Ensure that the key processes: the purpose of religion (A1) and the aims of religion (A2) and their elements are addressed and linked
- Develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views.
- Study six religions with a greater emphasis placed according to the school community and work in the previous key stage.

Pupils also

- Look at religious groups and individuals who work to foster good moral behaviour; who encourage peace and forgiveness; what it means to be 'good' and the role of Coventry Cathedral.

Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE. This should aim to be no less than 5% in key stages 1 and 2.

Time allocation: KS1 =1 hour per week  
KS2: = 1  $\frac{1}{4}$  hours per week

As we have a combination of single and mixed year group classes, planning is done as part of a 2 year rolling programme. This ensures children have complete coverage of the syllabus and do not have to repeat topics.

Religious Education is delivered as individual or blocked lessons and where appropriate as an RE day. Blocked lessons provide consistent time for pupils to develop, review and adapt pieces of work within a sustained time frame, whilst individual lessons might focus on developing a key skill or knowledge.

### **Early Year - reception**

Religious Education in the Early Year curriculum is based on Early Learning Goals and comes within Knowledge and Understanding of the World and PSED. Children are taught and assessed on the basis of Development Matters Statements that progress towards final objectives which are fed into the Foundation Stage Profile for each child. RE planning is based on units from the Warwickshire Agreed Syllabus looking at special people, special places, special stories and why we are special. Children develop an appreciation of other people, their communities and their traditions, recognising similarities and differences between themselves and others.

### **Cross-Curricular links.**

At Bidford we believe it is important that meaningful links are made with other curriculum subjects. Where appropriate, RE is taught within other topic areas in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. English, art, history, geography and music all have an important part to play in developing RE knowledge skills. Cross-curricular links support pupil's understanding of how world views shape the thinking and values of people and communities.

### **Well-being and SMSC**

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures, including British Values of democracy and equality.

RE provides an opportunity for pupils to reflect on their own beliefs and form perspectives on different faiths, feelings and values. They learn to explore different faiths and show tolerance towards them in a local, global and national setting, whilst appreciating the range of cultures within school and wider community. It stimulates their interest in moral and ethical viewpoints and how to appreciate the different viewpoints of others.

### **Community Cohesion and British Values:**

RE plays a fundamental part in promoting British values. Learning in RE helps children to recognise that religions are committed to morality, social justice, personal development and stewardship of the world.

Religious Education (RE) provides a key context for children and young people to develop their understanding and appreciation of diversity through the study of religious and non-religious beliefs. It helps to promote shared values, respect for all, and to challenge racism and discrimination. RE provides much of the knowledge and understanding essential to an appreciation of diversity and the impact of faith in people's lives. It supports opportunities to express opinions and explore ideas and matters relevant to community cohesion.

### **Curriculum Impact**

The expected impact of RE learning is that children will:

- Develop their knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- Gain understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;
- Understand the influence of faith and belief on individuals, societies, communities and cultures;
- Develop skills of reflection, enquiry and response through the use of religious vocabulary, questioning and empathy;
- Experience the enjoyment, wonder and pleasure in learning about RE
- Develop the curiosity, creativity, compassion, faith, hope and courage they need to flourish as valued members of the world community, as educated citizens and as part of God's creation
- Meet the end of Key Stage expectations outlined in the Warwickshire Agreed Syllabus for RE.
- Leave primary school equipped with the confidence, creativity and range of techniques to form a strong foundation for their work in KS3 and beyond.

### **Management of RE within the school**

The geography subject manager is responsible for:

- Compiling, carrying out and evaluating the school RE action plan.
- Maintaining and updating the subject leader folder.
- Coordinating subject assessment and monitoring.
- Auditing and reviewing resources.
- Keeping informed of changes and updates in RE teaching, for example by attending SACRE meetings and feeding back information to the rest of the staff.
- Supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of teaching RE including policies and schemes.
- Liaising with faith leaders and groups.

### **Health and Safety**

In planning activities, including visits or the use of equipment teachers will risk assess potential safety issues, referring to the relevant policy and documentation. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking RE activities.

The following considerations are carried out to prevent children from being put to unnecessary risk:

- All resources are kept in good condition, stored safely and well-organised
- All visits are risk assessed to ensure pupil safety.
- Pupils/ staff are provided with relevant training, informed of the potential risks of working and the safety measures to be used.
- Allergies and potential health risks are considered with visits.

All trips/visits must be risk assessed and an EVOLVE risk assessment form completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational visit policy regarding arrangements for all trips.

### **Safeguarding**

All activities in RE will be managed within the guidelines stated in the school Safeguarding policy and PREVENT guidelines. All additional adults/volunteers supporting RE activities must be informed of their safeguarding duties and checked with the office/safeguarding leads for their suitability before being asked.

The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online safety policy.

### **Assessment and Recording**

Teachers assess children's work in RE by making formative assessments as they observe them or engage them in discussion during each RE lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, identifying where appropriate, good examples of work and areas to improve or questions. Records of children's RE work can be in the format of written pieces, pictures, art work, floor books, photographs or recordings of activities. Children are asked to self-assess their work, commenting on their successes and suggesting where improvements could be made. Opportunities are provided for children to discuss and evaluate work with their peers. At the end of each unit of work, the teacher makes a summative judgement about the skills and performance of each pupil if they have yet to attain, met or exceeded the unit objectives linked to the syllabus (recorded on unit plan) – a conglomeration of this data, along with subject milestones are used to assess/ record pupil's attainment at the end of the year (recorded on subject attainment tracker). Staff use a subject milestones progression map to check their progress against key stage benchmarks. Key Stage teams complete a termly subject review, which supports improvement in planning and resourcing of subjects. The subject leader completes a periodic monitoring of planning, pupil work and attitudes and completes an annual subject action plan/review and end of year subject report to support the monitoring of standards in the subject.

The RE subject manager keeps assessed samples of children's work in a portfolio to support staff's understanding of the expected standards across the year groups.

### **Resources**

Artefacts are kept centrally in the main stock cupboard in the hall in labelled boxes and poster folders. A selection of books are kept in the library and main store and can be borrowed by staff and children.

### **Monitoring and review**

Monitoring of the standards of the children's work and of the quality of teaching of RE is undertaken to ensure that pupils make the best possible progress. The annual RE action plan outlines yearly subject improvement tasks and reviews the previous year's actions. Subject leaders conduct termly/ yearly monitoring activities looking at standards, planning and pupil experience. Governors meet periodically with subject leads to review the intent, implementation and impact of their work.

The Headteacher and subject lead regularly update the school's Statutory Inspection of Anglican and Methodist Schools (SIAMS) Self Evaluation form identifying the impact of the Church school's Christian vision on pupils and adults.