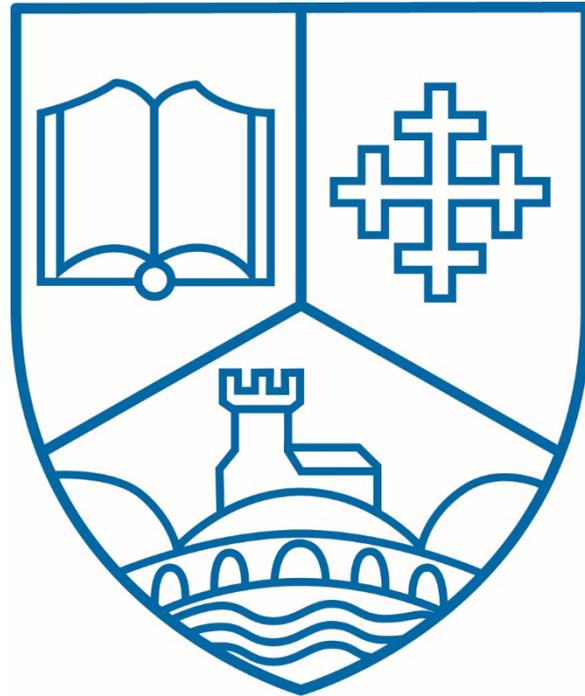


**BIDFORD ON AVON
CHURCH OF ENGLAND
PRIMARY SCHOOL**



Religious Education Policy

March 2019

Review date – March 2022

Introduction to the Policy

In accordance with the 1988 Reform Act, Bidford on Avon CE Primary School provides religious education for all its pupils. Religious Education is part of the curriculum and is taught in accordance with the Coventry and Warwickshire agreed syllabus for RE.

Purpose of study and Aims

Religious education in Bidford on Avon CE school enables every child to flourish and to live life in all its fullness. (John 10:10). It helps educate for dignity and respect encouraging all to live well together. Central to religious education is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. As an inclusive communities the school provides sequenced learning about a range of religions and worldviews fostering respect for others.

The aim of the revised Warwickshire agreed syllabus supports the aims of the school in that we aim:

- 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 living, believing and thinking.

The RE curriculum 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. Teaching and learning uses an approach that engages with biblical text and theological ideas. The curriculum engages and challenges pupils through an exploration of core concepts and questions. Pupils can expect school to provide meaningful and informed dialogue with a range of religions and worldviews and opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures.

- Encourage co-operation, sensitivity and tolerance to each other.

Religious Education teaches every child to have respect for all people and their right to hold or not to hold religious beliefs. Children learn to appreciate the distinct nature of religion and its spiritual dimensions in life and so reflect upon their experiences in order to confirm, deepen or come to their own understanding of the meaning of life. Learning activities provide for the needs of all pupils. Pupils develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection and are encouraged to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

- Encourage children to develop an independent approach to personal needs and learning whilst acquiring self-confidence and self-discipline.

In Religious Education we help children to appreciate the way in which religious beliefs shape life and how they contribute to British values and spiritual moral social and cultural development.

Teaching and Learning

Religious Education has a discrete place in the curriculum and has cross-curricular links with a range of subjects:

Humanities	The world past and present
Art	The use of religious subjects in art across all cultures and religions. The use of patterns and and symbols
English	The use of drama, writing, poetry and reading to explore and depict areas of the subject.
Music	Music used in collective worship, for religious festivals and to express spiritual experience.
Computing	Researching information on beliefs and traditions in life and culture.
PSHCE	Develop an understanding of morality, individual responsibility and living thoughtfully in the world with others.

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 ¼ hours per week

Religious Education teaching and learning is blocked into days rather than a timetabled slot each week, with additional lessons used to support specific knowledge and understanding. Collective Worship is provided according to Coventry Diocese guidelines and while it is seen as being distinct from RE, there are certain links that can be identified.

See Policy for Collective Worship for more details.

The Foundation Stage

The Foundation Stage curriculum is based on Early Learning Goals and Religious Education 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.

In the Foundation Stage Statutory Requirements Schools are required to: teach Religious Education (RE) for a reasonable period of time through the Prime areas: CL, PD and PSD and through the Specific areas of literacy; Mathematics; Understanding the World and Expressive Arts and Design. Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it

Key Stages 1 and 2

The subject is timetabled to be taught to a whole class following a progressive scheme of work matched to the Warwickshire agreed syllabus. There are clear learning objectives for each module of work which covers skills, knowledge, concepts and human experiences and attitudes.

Long term plans give an overview of work to be carried out in each year group. Medium term plans give details of activities and the learning objectives they support. Short term planning is taken from the medium term plans on a weekly basis.

Teaching and Learning is enhanced through displays, reflection areas, both indoor and outside, visits and visitors and the general ethos of school and has two closely related aspects- learning about religion and learning from religion.

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 and giving additional support to children individually and in groups where necessary.

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.
- 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.
- 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.

Right to withdraw:

A parent's right to withdraw his/her child from part or all of RE is confirmed in the Education Reform Act 1988. The choice to withdrawal should not be influenced by the school and reasons do not have to be given, although the school will ensure parents/ carers are aware of the educational objectives and content of the RE syllabus and the need for alternative arrangements.

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.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum.

Community cohesion and British Values

Through our RE planning, links are made to Community Cohesion by looking at the importance of RE in our local area and how this has impacted the local community's development and the wider British nation. This is reflected in the content of RE days and Collective Worships.

Management of Religious Education within the school

The religious education subject leader is responsible for:

- Compiling, carrying out and evaluating the school RE action plan.
- Providing support and advice to members of staff
- Monitoring the teaching of RE and outcomes for children, revising policies and supporting staff with planning if necessary
- The organisation of RE resources within the school.
- Maintaining the Subject Manager's File

Health and Safety

In organising visitors, visits or the use of artefacts staff needs to consider issues of health and safety and pupil safeguarding, referring to the relevant policy and documentation. All external visits require a risk assessment. Refer to the Offsite Activities folder and Health and Safety guidelines.

Information on accredited sites is found on the WES website.

- Keeping informed of changes and updates in RE teaching, for example attending Network meetings and feeding back information to the rest of staff.
- Supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of teaching RE.

Online Safety

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

Safeguarding

All activities in RE will be managed within the guidelines stated in the school Safeguarding Policy. 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.

All trips / visits must be risk assessed and an Evolve report completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational Visits Policy regarding arrangements for all trips.

Assessment and Recording

Planning for Key Stage 1 and Key Stage 2 is on a half termly basis and assessment is built into some of the modules. Teachers assess children's work in RE by making informal judgements and observe them during each RE lessons. At the end of a unit of work the teacher will reflect upon the children's learning and will make a summative judgement about achievement of every child if they have yet to obtain, met or exceeded the unit objectives thorough the assessment for learning. Staff use the end of Key Stage outcomes outlined in the agreed syllabus to guide their understanding of what pupils should be able to do. Key Stage teams complete a termly subject review, which support improvement in planning and resourcing of subjects and the subject leader completes an annual subject action plan / review and end of year subject report to support the monitoring of standards in the subject.

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 RE is undertaken to ensure that pupils make the best possible progress. The annual RE action plan indicates areas for further improvement.

The effectiveness of denominational education in school is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE.