

Great Bowden Academy

A Church of England Primary School



Inspire Believe Learn Achieve

Policy for Religious Education

2019-2022

Religious Education Policy

RE is central to the purpose of Great Bowden Academy because as a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth. RE in Great Bowden Academy explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum at Great Bowden Academy.

The Church of England Education Office publish a 'Statement of Entitlement' for RE which has been considered in the formation of this policy. This policy supports and reinforces the vision and values of Great Bowden Academy,.

Our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.

"I have come that they may have life, and have it to the full."(John 10.10) " All humankind is made in the image of God " (Genesis 1: 26-27)

The policy is underpinned by the core values of the school:

Wisdom thankfulness peace service perseverance koinonia

And encapsulated by the statement

Inspire ~ Believe ~ Learn ~ Achieve

This policy should be read in conjunction with the following policies:

- Social, Moral, Spiritual and Cultural
- Collective Worship
- Community Cohesion
- Assessment
- Feedback
- Curriculum
- SEND

Legal Framework

In a Voluntary Aided (VA) school the governors determine the RE policy and syllabus in consultation with the headteacher, teaching staff and Diocesan Board of Education. In a Voluntary Controlled (VC) school, the Locally Agreed Syllabus is a statutory document for the teaching of RE. Academies, under the terms of their funding agreements with the Secretary of State, must provide RE for their pupils.

Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of Great Bowden Academy we would ask parents to discuss with the headteacher any reasons they might have for doing this.

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The religious education curriculum forms an important part of our school's spiritual, moral and 'Christian Values'. It also promotes education for citizenship linked to social and emotional aspects of learning and British Values. The Great Bowden Academy RE curriculum is based on the LA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

We plan our religious education curriculum from the Leicestershire Agreed Syllabus for Education 2016-21 and also Understanding Christianity. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Rationale

The teaching of RE allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christianity and other principal religions. Pupils develop their knowledge and understanding of Christianity and other major world religions and value systems found in Britain and British Values. Children reflect on what

it means to have a faith and develop their own spiritual knowledge and understanding. At Great Bowden we help the children learn from religions as well as about religions.

RE makes a significant contribution to the spiritual, moral, social and cultural knowledge and development of pupils. The study of world religions, their stories, traditions, history, philosophies and ethics is an essential part of a broad, rich and well-rounded education. Religious literacy, knowledge and understanding make an important contribution to community cohesion, the instilling of British and moral values and our ability to empathise with the viewpoints and beliefs of our neighbours. 1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At

'The principal aim of 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.' Leicestershire Agreed Syllabus 2016

Teaching and Learning

1. The scheme of work for RE will maintain a balance between Learning about Religions and Learning from Religions
2. There will be clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
3. The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
4. A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
5. Pupil progress and attainment in RE will be tracked.
6. Progress in RE will form part of the pupils' annual report to parents.
7. RE will be taught either as a discrete subject and where appropriate as part of a cross curricular approach.
8. A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
9. At Great Bowden Academy the faiths taught in RE at EYFS and KS1 are Christianity and at least two other world faiths Great Bowden Academy and at KS2 Christianity, (and three others).
10. RE will be prioritised within the organisation of the curriculum. We aim to dedicate 10% of curriculum time to RE and not less than 5%.

Approaches to teaching RE

At Great Bowden we base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about and reflect on their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at

religious festivals such as Christmas, Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of different religious groups from our community and organise educational faith visitors to come into school and talk to the children and hold faith workshops.

We have a close relationship with our local church of St Peter and St Paul in Great Bowden and regularly work closely with our vicar, Foundation Governors and other members of the parish to enhance and deepen our RE lessons and our understanding of the Christian faith through Collective Worship and special events at church.

We plan our religious education curriculum from the Leicestershire Agreed Syllabus for Education 2016-21 and also Understanding Christianity. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We plan a creative religious education curriculum that is a lively, active and relevant , employing a variety of teaching methods including reading, direct instruction, inquiry, discussion, recording, group work, visiting speakers, trips, film, art, music, role play and drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection.

RE is organised into three strands:

- Believing
- Expressing
- Living

Organisation

Religious Education is taught weekly across the school. There are 5/6 units of study in the year .There is a minimum of three units focusing on Christianity and the others link to other world religions. Teachers also plan to make links, where relevant to other faiths during the Understanding Christianity Units. Strong connections are made with literacy, the Arts, Humanities and spiritual, moral, social and cultural development (SMSC). Christian teaching also continues throughout the year as part of Collective Worship. Pupils record their learning in their 'RE' books, which stay with the child throughout their time at Great Bowden Academy, building a portfolio of RE learning as they progress through the school as well as in the class ' Big RE books' which stay with each class.

Entitlement

Age Group	Annual entitlement
EYFS	36 hours of RE

5–7s:	36 hours of RE
7–11s:	45 hours of RE

In accordance with the structure of the National Non-Statutory Framework for RE,

Children aged 4–5 in EYFS	encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7 in Key Stage 1	learn mainly about Christianity and Judaism.
7–11 in Key Stage 2	learn mainly about Christianity, Islam, Hinduism and Judaism.

RE and Early Years Foundation Stage

RE in the EYFS sits within the areas of personal, social and emotional development and understanding the world. RE enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships.

Assessment

The assessment of RE is informed by the academy's Assessment and Feedback Policies. Formative assessment strategies are embedded in teaching and learning in RE as in all subjects. Teachers use a range of formative assessment strategies and informal tasks and tests e.g. quizzes to assess pupil learning and to inform further teaching. A mastery approach to summative assessment is adopted. Teachers use evidence from formative assessments conducted throughout the year to make a summative judgement of pupil attainment at the end of each year.

Monitoring and Evaluation

Monitoring and Evaluation of Religious Education is the responsibility of the Subject Leader for RE and the Governors' Teaching and Learning Committee.

Monitoring activities include:

- completion of the Leicester Diocesan and National Society Self Evaluation Framework for RE
- RE Quality Mark (REQM) Criteria
- work scrutiny
- lesson observation
- pupil interviews
- learning walks

The Role of the Subject Leader

1. Will monitor and evaluate the teaching and learning in RE by: observing teaching and learning in RE; analyzing assessment data in order to plan whole school improvement in RE; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.

2. The RE subject leader will liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on progress and attainment in RE.
3. The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training 3. The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.
4. The RE subject leader and headteacher will ensure that the principles set out the Church of England's Statement of Entitlement for RE are implemented
5. Works in close partnership with the school's SENDCo to ensure the learning needs of all pupils in RE are met effectively.
6. Keeps the academy's policy for RE under regular review.

Reviewed by Karen McHugo – December 2018

Approved by Governors January 2019

Date of next review- January 2022