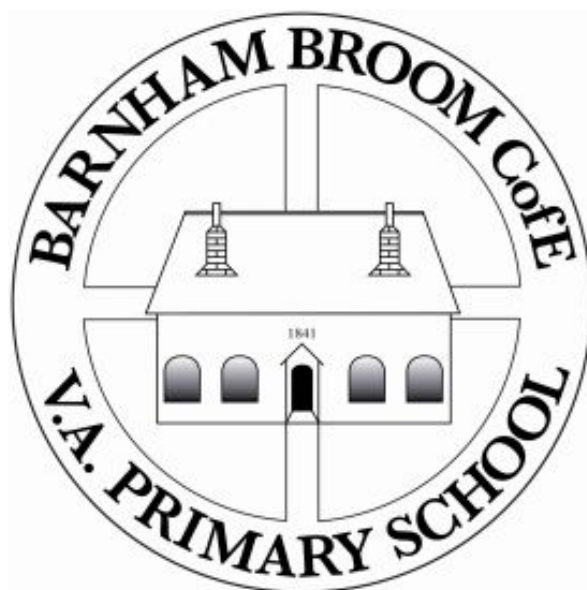


Barnham Broom Church of England VA Primary School

Religious Education Policy

2019



Headteacher: Mrs H Benson

Date adopted	September 2019
Chair of Governor signature	
Headteacher signature	
Date for policy to be reviewed	September 2022

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject, but the 1988 Education Act states that “Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils”.

The Governing Body of Barnham Broom CofE VA Primary School has decided to adopt the principles of the Locally Agreed Syllabus for Religious Education (Norfolk) and supplement this with material from the Diocese of Norwich.

Barnham Broom C of E VA Primary School is inspected under Section 48 of the Education Act 2005 as a Voluntary Aided school.

Key Aims

The broad aims of Religious Education (RE) are set out within the Locally Agreed Syllabus and the Church of England Education Office Statement of Entitlement (2016). The purpose of RE in Barnham Broom C of E VA Primary School is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief.

The aims of RE are to enable pupils to:

- Know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British Culture and heritage.
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Know about and understand other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Show a well-informed, balanced and respectful attitude to religions and world views.
- Engage in meaningful and well-informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions, exploring and enriching their own beliefs and values.

Curriculum

The curriculum for RE is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences. This is in accordance with the approach as recommended by the Diocese and is aligned with the Age-Related Expectations (ARE) introduced in September 2018.

- Theology: This examines where beliefs come from, how they have changed over time how they are applied differently in different contexts and how they relate to each other.
- Philosophy: This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.
- Human/social sciences: This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

These three disciplines provide foci through which each enquiry question is approached.

Key Stage 1

At Key Stage 1 (KS1), pupils study primarily Christianity and Judaism in Year A of the rolling programme, then Christianity and Sikhism in Year B. Reference is made to other principal religions, beliefs and world views.

Key Stage 2

At Key Stage 2 (KS2), pupils study primarily Christianity, Islam and Hinduism. Buddhism and Humanism are studied in Class 5 over the two-year rolling programme also. Reference is made to other principal religions, beliefs and world views throughout.

In accordance with the Statement of Entitlement (2016), $\frac{2}{3}$ curriculum time is allocated to the teaching of Christianity. This entitlement is met through the weekly or blocked teaching of RE. There may be additional RE days, however the rolling programme is designed to provide appropriate coverage.

The use of *Understanding Christianity* particularly supports the development of theology.

Teaching RE

RE at Barnham Broom C of E VA Primary School uses an enquiry-based approach to learning. This is based on the best practice framework in the Norfolk Agreed Syllabus. This approach enables pupils to focus on an enquiry question (a Big Question) which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories.

Teachers are given five Big Question enquiries to cover over the school year, although the pace at which these are taught will depend upon where the enquiry process takes it. Lessons may be weekly or they may be taught in a block. This is left to the teacher's discretion.

Each Big Question will have a cover sheet detailing which ARE are being focussed on in that unit of work, taking largely one discipline at a time. This will help teachers to keep track of objectives and help to focus the nature of the enquiry, as well as contribute to assessment.

Assessment

Pupils are assessed in terms of how they are making progress in relation to the theological, philosophical and human/social sciences disciplines within RE. In broad terms the following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex.
- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture or meta-narrative.
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and world views through engagement with a broadening and increasingly complex range of information.
- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief.
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and world views.

Pupils are assessed using ARE as developed by the Diocese of Norwich, introduced from September 2018. This is done in a variety of ways, e.g. through written activities, role play, art work and discussion. Summative assessment is reported to the Subject Leader in the summer term and reported to the Diocese as requested.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment and peer feedback to evaluate their own knowledge and understanding.

Monitoring and Evaluation

The Subject Leader will monitor RE provision and standards within Barnham Broom C of E VA Primary School through observation, looking at work, talking with children and reviewing the curriculum with staff.

The Governing Body will monitor the role of RE in its contribution to the Christian ethos of the school.

Responsibilities for RE within Barnham Broom C of E VA Primary School (Headteacher and Governing Body)

As well as fulfilling their legal obligations, the Governing Body and Headteacher will make sure that:

- All pupils make progress in achieving the aims of the RE curriculum.
- The subject is well-led and effectively managed.
- Standards and achievement in RE and the quality of provision are subject to regular and effective self-evaluation.
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD.
- RE is resourced, staffed and timetabled so that pupils can make good progress.

The Right of Withdrawal from RE

Barnham Broom C of E VA Primary School is an inclusive community but we recognise that parents and carers have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as History or PSHE.

We would ask any parent/carer considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.

Managing the Right of Withdrawal

Barnham Broom C of E VA Primary School will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

Parents/carers should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this (if they wish to).

Barnham Broom C of E VA Primary School may wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents/carers, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

Parents/carers have the right to choose whether or not to withdraw their child from RE without influence from the school, although Barnham Broom C of E VA Primary School should ensure that parents/carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.

Where parents/carers have requested that their child is withdrawn, their right must be respected, and where RE is integrated into the curriculum the school will need to discuss arrangements with the parents/carers to explore how the child's withdrawal can be best accommodated.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost. Pupils will usually remain on school premises.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent/carer wants the pupil to receive.

If this approach is not practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from Barnham Broom C of E VA Primary School for a reasonable period of time to allow them to attend this external RE.

Outside arrangements for RE are allowed as long as the Local Authority is satisfied that any interference with the pupil's attendance at Barnham Broom C of E VA Primary School resulting from the withdrawal will affect only the start or end of a school session.

Role of the RE Leader

The role of the RE leader is to:

- Ensure that the RE policy is implemented and to keep up to date with reviews.
- Have an oversight of the RE curriculum and keep up to date with local and national changes.
- Monitor, review and update resources.
- Monitor pupil progress and achievement.
- Maintain and build priorities set by the school.
- Develop links with the Church and Diocese.
- Coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate.

Entitlement and Inclusion

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given the opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Resources

There is a wide range of resources to support the teaching of RE in Barnham Broom C of E VA Primary School . Some key resources include the *Understanding Christianity* publications, <https://www.reonline.org.uk/> , Twinkl Plan It and Plan Bee (these are referenced in the curriculum map where relevant).

Parental and Community Involvement

Parents and carers are encouraged to involve themselves in RE within Barnham Broom C of E VA Primary School . They are invited into the school to look at their children’s work, and a report on their child’s standard in RE is given out annually within the summer term end of year report. The community is encouraged to support the teaching of RE through visits and visitors, e.g. the children visit the church to learn about concepts within relevant Big Questions.

The Contribution RE Makes to Other Curriculum Aims

Spiritual, moral, social and cultural development (SMSC)

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which “promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life”. Examining and exploring religions and beliefs, through the distinct knowledge, understanding and skills contained in RE, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to promoting community cohesion. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of these four levels:

- The school community

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

- **The community within Barnham Broom and the local area**

RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

- **The UK community**

A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

- **The global community**

RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic and human rights.

Monitoring and Review

The implementation and impact of the policy will be evaluated through Barnham Broom C of E VA Primary School's self-evaluation processes. The policy will be reviewed every three years.

Links to Other Policies

Teaching and Learning Policy
Collective Worship