



# St Bartholomew's CE Primary School

## Religious Education Policy

### Our Vision:

At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. Our curriculum enables our learners to recognise their place in the wider world by enabling them to understand their place in Pinchbeck West; the importance and value of where they live. It aims to develop agents of change who are taught to protect the environment, solve problems to ensure society is a better place and take responsibility for their actions to make the future a somewhere far improved from where it is. There is clear focus on developing a rich vocabulary through a text centred approach and providing learners with the opportunity to independently gain powerful knowledge to ensure their future success. Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love.

**Community** - everyone is treated with dignity through an ethos of respect for all. Care is given to our environments. This spirit permeates our daily lives as we walk side by side together following in God's footsteps.

**Hope** - every person is guided to fulfil their hopes and aspirations, enabling them to reach their full potential. We place no ceiling on expectations. Our growth mind-set helps us to accept where we are, understand barriers and with hope and faith overcome and succeed.

**Wisdom** - we give our children exceptional experiences, everlasting knowledge and equip them with the skills needed to make good judgements for the greater good, guided by God's patience and love.

**Dignity** - we radiate belief which generates self-worth in all who come through our doors. Everyone is reminded daily of their worth and significance in our community.

This policy has been adopted by the Headteacher / Governors in consultation with the RE Subject Leader and teaching staff at St Bartholomew's CE Primary School.

*This policy should be read in conjunction with other policies in school including: SMSC, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.*

### Definition

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At St Bartholomew's Primary School we develop the children's knowledge and understanding of Christianity and other world faiths, and we address some of the fundamental questions in life. Children reflect on what it means to have a faith and to develop their own Spiritual knowledge and understanding. We help the children learn from religions (exploring and responding to human experience) as well as about religions (developing knowledge and understanding of religion). In

addition to this we teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious to be:

“Our children’s ability to hold balanced and well-informed conversations about religion and belief”.

## **Introduction**

The teaching of 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 alongside their religious literacy. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. The RE curriculum forms an important part of our school’s spiritual, moral and social teaching. It also promotes education for developing as disciples of change who have a role in the wider world and the positive impact that we can all have. Children are encouraged to build on their own experiences and extend their knowledge and understanding of religious traditions. Strong links with St. Bartholomew’s Church in the village enriches their experiences and helps to develop their religious thinking. Direct experience comes from organised visits to local places of worship and visits from representatives of local religious groups who come into school and talk to the children.

At each Key Stage a programme of study sets out what pupils should be taught. Lesson content is based upon the Lincolnshire Agreed Syllabus in conjunction with Understanding Christianity. Lesson content may be adapted to meet the needs of individual classes or to make links with other subject areas.

## **Aims and purposes of Religious Education**

RE at St Bartholomew’s CE Primary School will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire/North Lincolnshire/North East Lincolnshire

**We deliver RE in accordance with the Church of England Education Office’s Statement of Entitlement.**

Within this framework our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
  - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
  - Responding to such questions with reference to religious and non-religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
  - Reflecting on their own beliefs, values and experiences in light of their study of religious and non-religious worldviews.

## **Legal Requirements**

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors. Our school RE curriculum meets all the requirements set out in the Lincolnshire Agreed Syllabus 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.

## **The Context**

St Bartholomew's CE Primary School is a small rural school for children in the age range 4 to 11. We work to the Lincolnshire Locally Agreed Syllabus for RE.

As a Church of England school, we recognise the core place that RE occupies in relation to our Christian Religious Education Policy

distinctiveness. The Diocese of Lincoln recognises the opportunities that RE offers for pupils to encounter a range of religions and world views.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of engaging RE.

In our school we seek to empower all to fulfil their potential and flourish as agents of positive change in the world. Our curriculum provides pupils with the knowledge, understanding and skills they need to fulfil their potential. Through addressing key questions, engaging in critical thinking and seeking wisdom, our curriculum supports pupils to flourish as agents of positive change. The RE curriculum at St Bartholomew's CE Primary School realises this vision by focusing on substantive, disciplinary and personal knowledge that unlocks pupils' worldview literacy and empowers them to engage with the lived reality of religious and non-religious worldviews with wisdom, self-awareness and critical analysis.

As a Church of England school, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision. We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith and belief practitioners from a range of religious and non-religious worldviews, and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

### **Time Allocation**

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete hour-long lessons per week/in a range of ways, including discrete weekly/fortnightly lessons and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this age, we expect that there will be connections made between RE and the Early Learning Goals.

## **Scheme of Work and Planning**

Our RE Scheme of Work is based on the Lincolnshire Locally Agreed Syllabus **[and can be provided on request]**. RE will be based around termly themes/cross-curricular units. At KS1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity, Islam and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at St Bartholomew's C of E Primary School, although they will have learning opportunities that allow them to encounter all these faiths through the additional units covered. It is expected that pupils will also encounter non-religious world views, such as Humanism, as part of their RE curriculum.

We carry out curriculum planning for RE in two phases (long-term and medium term). The long-term plan maps the RE topics studied throughout the school; the medium-term plan gives details of each unit of study delivered to each Key Stage. **[As we have mixed-age classes, we carry out the medium-term planning on a two-year cycle.]** Planning is informed and supported by resources provided by the Diocesan Board of Education and Understanding Christianity documentation. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

## **Teaching and Learning**

Ofsted guidance encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. Cross-curricular work is encouraged, in line with whole school policy on teaching and learning. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire Locally Agreed Syllabus for RE. in conjunction with Understanding Christianity.

## **Cross Curricular Opportunities**

### **English**

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English Lessons have religious themes or content, which encourages discussion and dramatic presentation.

## **Information and communication technology (ICT)**

We use ICT where appropriate in RE. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

## **Personal, social and health education (PSHE) and Citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

## **Spiritual, Moral, Social and Cultural Development**

Through teaching RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing they develop their knowledge and understanding of the cultural context of their community.

## **Progression in Religious Education**

We plan our RE curriculum in accordance with Lincolnshire Locally Agreed Syllabus. We ensure that the topics studied in RE 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.

In Reception classes, RE is an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage for three to five year olds, we relate the Religious Education aspects of the children's work to the objectives set EYFS Curriculum.

## **Visits and Visitors**

We consider that an essential element of the delivery of good quality RE is encounter with world faiths and these have been incorporated with our teaching and learning of the new RE Locally Agreed Syllabus. These are mapped out across the year in line with topics covered and can be identified on the school calendar. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance

to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit St Bartholomew's CE Primary School. These visits are arranged in accordance with the school's trips policy.

### **Equal Opportunities**

We believe that it is important for all children to experience a rich and varied RE Curriculum. We will use opportunities within RE to challenge stereotypes. We recognise the fact that all classes in our school have children of widely differing abilities, and that the children have different experiences of religion.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, and by providing a wide range of activities to address all learning styles. We use teaching assistants to support the work of individuals or groups of children where relevant and available.

### **Special Educational Needs**

At our school we teach to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

### **RE and Inclusion**

At St Bartholomew's CE Primary School we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

### **Resource Management**

There is a class set of Bibles for differing ages and abilities available and a collection of artefacts for differing religions which we use to enrich our teaching. We keep the artefacts and reference books for RE in the hall. We also have a good supply of RE topic books and we use the internet as a research tool to support the children's individual learning.

## **Role of the Subject Leader**

- lead the development of RE in the school
- provide guidance to individual members of staff
- keep up to date with local, diocesan and national developments in RE and disseminate relevant information.
- review the position and use of RE resources and regularly update staff on new resources, ideas, materials etc.
- review and monitor the success and progress of the planned units of work
- be responsible for the organisation and maintenance of RE resources.

## **Health and Safety**

Where children are to participate in activities outside the classroom, for example visits, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Assessment and Record Keeping**

Formative assessment is intrinsic to quality first teaching therefore all teachers provide formative assessment during the delivery of RE lessons and through the marking of RE learning outcomes. This assessment is used to ensure that teaching and learning is appropriately pitched and paced to achieve good teaching and learning. Children complete a pre-assessment at the beginning of each unit of work and they also complete an end of unit assessment report based on their enquiry question. Teachers also complete end of unit assessment reports which are used to support report writing and maintain records of progression in RE across the school.

We provide an annual report on each child's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work.

## **Withdrawal from RE**

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the school governors.



Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing and is not obliged to provide alternative work.*

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.

**Written by:** C Cox

**Amended:** October 2019

**Reviewed:** February 2022

**Review Date:** July 2025