



*Belonging, Believing; Together Succeeding*

# Policy: Religious Education

Date Reviewed by Staff:	20/05/23
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Date Ratified by Full Governing Body:	15/07/2024
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Next Review Date: (3 years unless otherwise advised)	May 2026
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Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

The Bible verse that sets our vision in context comes from the words of Jesus: "I have come that they may have life, and have it to the full." John 10:10. It is this flourishing in the love and grace of God that will enable our children to be wise, hopeful, and live well together with dignity and respect in God's world.

### **RE Policy Statement**

Religious education is unique in the 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'.

### **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 (2023-28). The purpose of religious education 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 the syllabus are for pupils:

- To develop religious literacy;
- To acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- To develop attitudes of respect towards other people who hold views and beliefs different from their own;
- To develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

### **Teaching RE and World Views**

Religious education uses an enquiry-based approach to learning. This is based on the best practice framework in the Cambridgeshire agreed syllabus. This approach enables pupils to focus on an enquiry 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. We use the Understanding Christianity resource with the Emmanuel Project for World Faiths and Views to meet the statutory requirements of the Locally Agreed Syllabus 2023-2028.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

At Barrington C of E Primary we believe that it is important for children to understand and be exposed to the other main world faiths. The pupils learn about love and respect for all people and their beliefs. "The wisdom and tradition of other religions help expand the arena in which God lives and moves and has being." (Rev. Mark Beckwith)

	<b>What we teach</b>	<b>Approach</b>	<b>Entitlement</b>
<b>EYFS</b>	Will follow EYFS framework. Minimum 30hrs teacher-led activities Christianity is the main religion taught at this early stage but other religions are drawn on as appropriate.		

<b>KS1</b>	Christianity and one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions	Minimum of 36hrs in a school year
<b>KS2</b>	Christianity, five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.	Minimum of 45hrs in a school year

### **Progression Targets**

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

PT1 – Knowledge and understanding of religion and worldviews

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

PT2 – Responding to religion and worldviews

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

### **Assessment**

We assess children's work in Religious Education by making informal judgements as we observe them during lessons and as we mark their work. At the end of KS1 and KS2 the Standing Advisory Council on Religious Education (SACRE) will be asking for data this will be asked for using the vocabulary of:

Working towards, working at, or exceeding,

### **The Right of Withdrawal From RE**

Parents have the legal right to withdraw their children from religious education 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 citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

### **The contribution RE makes to other curriculum aims**

#### *Spiritual, moral, social and cultural development*

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 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.

**Monitoring and review.**

The subject leader for RE is Lucy McGregor.

The subject leader and the SLT are responsible for monitoring the RE across the school.