

FRIENDSHIP

TRUST

JUSTICE

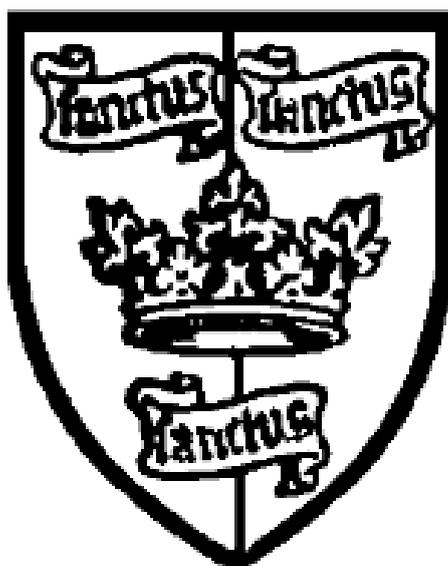
ENDURANCE

COMPASSION

KOINONIA

# Elton Church of England Primary School

## Religious Education Policy



LOVE   
one  
another  
AS I HAVE  
loved  
 you  
John 13:34

## Intent

### Vision

At Elton Church of England Primary School, children receive a high-quality religious education (RE) curriculum that is predominantly Christian. This inspires all pupils to understand the beliefs of others, respecting and valuing the practices and beliefs of world religions and those of non-faith. We aim to underpin Christian values in all our lessons to encourage all children to learn, express themselves and support their ability to live with one another in harmony. It enables them to flourish, not only as an individual but also as a valued member of the Body of Christ. We provide opportunities to allow children to explore and question religion which will help to embed Christian values whilst making connections to the values of our school and beyond.

### Our School Values

**Friendship** - We are inclusive, respecting strengths and supporting each other as part of God's family- 'Love one another as I have loved you.'

**Trust** – We value the right to ask the 'big questions' in life and trust that these will be listened to respectfully.

**Compassion** – We use stories from religion to develop empathy and tolerance in the spirit of Christian love.

**Justice** – We are all equal in the eyes of God and demonstrate fairness and forgiveness.

**Endurance** – We give pupils the resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning.

**Koinonia** - 'For in one spirit we were all baptised into one body' (1 Corinthians 12:13). We work together to show we are stronger as a whole.

### Aims

- To engage and challenge children through an exploration of core concepts and questions
- To ensure that the RE Curriculum supports the character and moral development of all pupils (SMSC)
- To give pupils the opportunities to look beyond themselves and ask 'big questions' about God's world
- To ensure that pupils appreciate and respect and celebrate differences between those of different faiths and also those of no faith but embrace their shared values and humanity
- To develop children's religious literacy
- To develop a sense of awe, wonder and mystery
- To explore and enquire about their own religious, spiritual and philosophical ways of living, believing and thinking
- To give children opportunities for them to understand the role of foundational texts, beliefs, rituals and practices and how these inform world religions
- 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 develop our relationship with our local and wider community, as this deepens our children's understanding, questioning and relationships with others

## **Implementation**

### **Curriculum (Planning)**

We follow the locally agreed syllabus with support and guidance from the Diocese of Ely using the Emmanuel Project scheme to teach Christianity and world faiths. We refer to Understanding Christianity to supplement and deepen our teaching when appropriate.

### **Rationale**

We adopted the Emmanuel Project as our main syllabus to support non-specialist teachers in the teaching of world faiths. We believe that as a church school, it is essential that the whole school community is involved in the delivery of Religious Education. This promotes professional development of all stakeholders and prioritises RE, empowering all staff as leaders.

### **Curriculum (Teaching and Learning)**

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. We use an enquiry led approach to the teaching of RE starting with a 'big question' which is then revisited at the end of a unit of work. Outcomes will not always be written and children are encouraged to choose how they demonstrate their learning and reflection creatively using a range of media such as art, poetry or music. In EYFS and KS1, this is recorded in the form of a "floor book" which all members of the class contribute to. It captures the discussion, reflections and personal responses to the big questions. Occasionally (in EYFS and KS1) independent tasks are recorded in individual RE books, which travel with the child through the school. Once the mechanics of recording lesson outcomes are mastered (usually, but not always at the start of KS2) then the children use their personal RE books. This approach shows progression through the school and is a useful tool for building on prior knowledge and learning. RE teaching offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Lessons include a period of reflection either in the classroom or in The Sanctuary to promote mental well-being.

Teaching and learning in Religious Education has two dimensions- learning about religion (AT1) and learning from religion (AT2). This also features in our Collective Worship.

AT1 – Learning about religion and belief (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.

AT2 – Learning from religion and belief (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.

### **Curriculum (Assessment)**

At the start of each unit of work, a teacher will assess a child's prior knowledge through a simple assessment activity. This enables a teacher to plan the next steps and for children to make connections between prior learning experiences. Formative assessment takes place during each lesson to clear up any misconceptions and explore points in greater depth. At the end of each unit of work the children will complete the unit assessment tasks. The Solo Taxonomy tasks enable a child to show connections between the concepts taught through the unit. The Bloom's Taxonomy questions support a teacher's judgement on whether a child is working towards, at or above the expected standards. This is then reported to the RE Lead and shared with the Headteacher and Foundation Governors.

**Roles and Responsibilities**

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation
- Monitoring the learning and teaching of RE, providing support for staff where necessary
- Ensuring continuity and progression from year group to year group
- Encouraging staff to provide effective learning opportunities for pupils
- Helping to develop subject colleagues' expertise in RE
- Organising the deployment of resources and carrying out an annual audit of all related resources
- Liaising with teachers across all phases
- Communicating developments in the subject to all teaching staff and the SLT as appropriate
- Leading staff meetings and providing staff members with the appropriate training
- Organising, providing and monitoring staff CPD opportunities regarding RE
- Ensuring common standards are met for recording and assessing pupil performance
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons
- Collating assessment data and setting new priorities for the development of RE in subsequent years
- Organising Collective Worship (Values, visitors, procedure, resources etc) and any religious festivals
- Pupil voice in Collective Worship and RE

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the LA.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the LA.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Regular assessment of children and reporting end of unit assessment details to the RE Lead.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Identifying 'Golden Thread' opportunities in the other subjects as per the school's policy

**Legal and Statutory Requirements**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act
- The Locally Agreed Syllabus

All maintained schools must follow the legal requirement to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE and in voluntary aided schools RE must be taught in accordance with the trustees.

All content in the WHAT TO TEACH column is statutory and therefore must be taught.

Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order.

Christianity will be studied in all Key Stages.

The choice of which other religion(s) to study in KS1 should be relevant to the experience of the pupils in the class and local demographic. Where Christianity is the only religion present the school will choose the other religion to be studied.

However, by the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (humanism) must have been studied.

It is desirable that all pupils visit a church or other Christian place of worship and the school should make all efforts to plan visits to religious buildings of other faiths. Visitors from different faiths and world views should be encouraged to visit all schools. When neither visits nor visitors are possible then the use of virtual tours and resources are recommended.

	What to teach	Approach	Entitlement
<b>EYFS</b>	Will follow EYFS framework. Minimum 30hrs teacher-led activities		
<b>KS1</b>	Christianity. Schools should also draw on the background of the pupils to choose 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

### **The Right to Withdraw**

From the time of the 1944 Education Act, parents have had the right to withdraw their children from Religious Education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. Anyone wishing to withdraw their child must inform the Headteacher in writing and we will respect their wishes. We hope that all children in our school will participate fully in RE.

### **Impact**

Religious Education forms an integral part of a child's spiritual, moral, social and cultural development and as such prepares pupils for life in the 21<sup>st</sup> century through the acquisition of knowledge and skills. It is therefore imperative that the impact of Religious Education is monitored carefully so that an 'Elton Child' carries with them the values learned into wider society thus making them courageous advocates in an ever-changing world.

### **Monitoring and Review**

This policy will be monitored and reviewed on an annual basis by the subject leader.

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus.

Any changes to this policy will be communicated to all stakeholders.