



Religious Education Policy

'Learn, Love and Flourish with God'





Document Control

Date	Version	Comments
03/10/23	1	

CLAPHAM AND PATCHING COFE PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY	
Policy area	RE
Policy Author	J Chubb
Status	Approved
Category	School Specific
Implementation Date	Autumn 2024
Review cycle	2 Years
Next review date	Autumn Term 26
Related policies/ documents	<ul style="list-style-type: none">• RSHE Policy• Collective Worship policy• Safeguarding Policy• Health and Safety Policy• Behaviour Policy• Staff Handbook



Table of Contents

- 1 Introduction
- 2 Aims
- 3 Curriculum
- 4 Inclusion
- 5 Teaching and Learning
- 6 Cross Curricular Links
- 7 RE and Inclusion
- 8 Health and Safety
- 9 Assessment, Recording and Reporting
- 10 RE Leadership
- 11 Legal Requirements



Policy Statement for Religious Education

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.
(Religious Education Statement of Entitlement February 2019)*

Introduction

The religious education (RE) at Clapham and Patching CofE Primary School is informed by our school vision and values and our Anglican foundation.

Our shared Christian faith is an important part of school life and our vision and core values are rooted in theology that reflect our tiny school.

'The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.'

Matthew 13: 31-32



Our School Vision

We believe that a happy child is a successful one. Our vision is for our children to be confident, creative, kind and responsible individuals who, aspire to achieve their full potential with God. We do this by providing a welcoming, happy, safe and supportive learning environment, in which everyone is equal, can flourish and all achievements are celebrated.

We 'Learn, Love and Flourish with God'.



Our School Values



Community

John 15:12

My command is this: Love each other as I have loved you.

Integrity

Luke 6:31

Do to others as you would have them do to you

Resilience

Luke 1:37

For nothing will be impossible with God.

Respect

Matthew 19:19

Honour your father and mother, and, you shall love your neighbour as yourself.

Excellence

Colossians 3:23

Whatever you do, do it with all your heart.



As a church school we recognise the core place that RE occupies in relation to our Christian distinctiveness and regard it as one of our core subjects. The teaching of Christianity sits at the heart of our RE curriculum, but we recognise the variety of religious and non-religious backgrounds that make up our school community and respect this variety of backgrounds in the spirit of Christian welcome. Pupils and their families can expect a RE curriculum that meets legal requirements, is rich and varied and provides pupils with a thorough knowledge and understanding of a range of faiths and worldviews. We actively promote British values, including the respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice. RE is one curriculum area in which are pupils encounter and critically reflect on a range of religions and worldviews.

As a Church of England Voluntary Controlled School, we follow the Diocese of st Edmundsbury and Ipswich Emmanuel Project, in conjunction with Understanding Christianity. We use high quality resources and an enquiry approach to engage pupils with Christianity and other religions and worldviews, focusing on significant theological concepts which develop and deepen pupils' own understanding of the world as part of their wider religious literacy. Links with our Christian values and our school vision support pupil's spiritual, moral, social and cultural (SMSC) development and we provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Our aims in RE for all pupils are:

- 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 gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied
- to engage with challenging questions of meaning and purpose raised by human existence and experience
- to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- to explore their own religious, spiritual and philosophical ways of living, believing and thinking by:
 - considering the 'big questions' raised by human experience and reflecting on how different religions respond to them
 - responding to these questions with reference to 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 other traditions



Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. Senior leaders ensure that the teaching, learning and resourcing of RE is a priority for the school.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable our pupils to hold balanced and well-informed conversations about religion and belief (religious literacy)
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy, critical thinking skills and the ability to express thoughts, feelings and personal beliefs
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Our RE curriculum map is based on the West Sussex syllabus and we use Understanding Christianity to help us deliver this content effectively.



Teaching and learning

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- posing and discussing 'big' and challenging questions
- reading and critically analysing texts
- interpreting information from different sources
- seeking information for themselves in libraries and on computers
- listening to and discussing with the teacher and other pupils
- engaging in individual, paired and other group work
- exploring a range of artefacts, pictures, photographs, music and drama
- experiencing visits and visitors
- taking part in outdoor learning
- taking time for reflection

Teaching in RE challenges stereotypes, misinformation and misconceptions about and religions and worldviews. Lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity.

All questions, views, and opinions are treated with sensitivity and respect. Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

We consider encountering world faiths as an important element of our RE. Visits and visitors are therefore planned as part of the programme of study. We encourage pupils to participate in these visits which provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also regularly encourage faith leaders and other members of faith communities to visit our school.



Cross-curricular links

Religious education supports the development of general educational attributes such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship. Where authentic opportunities exist, we make connections to learning in other subject areas in line with our school policy on teaching and learning.

RE and Inclusion

We teach RE to all pupils, whatever their individual needs. RE forms part of our commitment to provide a broad, balanced and inspirational education for all pupils. Through our RE teaching we provide learning opportunities that enable all pupils to make progress and work hard to meet the needs of all our pupils. Please see our [insert appropriate details] policies for details.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- handle artefacts
- consume food
- visit places of worship/external organisations Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

We have put in place an effective system of assessment which enables teachers and pupils to be clear about the progress they are making in RE. Assessment in religious education should:

- include both responsive teaching (formative assessment) and summative assessment
- identify suitable assessment opportunities within units of work, drawing on resources such as Understanding Christianity
- meet the expectations of the syllabus followed
- seek to identify development of thinking skills and other attributes of learning - not only the acquisition of factual knowledge
- employ well defined criteria for marking, feedback and assessment, which identify progress and achievement
- include peer self-assessment



- enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development
- enable effective reporting to parents
- enable school leadership to make accurate judgements about the quality of the RE learning

RE Leadership

RE is a high priority for senior leaders. The school has appointed Mrs Georgina Bond details to liaise with senior leaders and the RE coordinator to monitor and evaluate the effectiveness of RE across the school.

The RE subject coordinator will:

- ensure that all pupils receive their legal entitlement of RE
- ensure RE provision reflects the Church of England Statement of Entitlement
- produce and regularly review the RE policy to ensure that it remains up to date and reflects current expectations and the school's vision
- ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- monitor and review the implementation of policy and units of work
- monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards
 - ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE
 - monitor, analyse and question RE assessments carried out by staff
 - liaise with the HT and governors to feedback on the monitoring and impact of RE across the school
 - attend high quality professional development opportunities
 - support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions
 - seek opportunities to share effective practice
 - monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary
 - ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.



Legal Requirements

Religious Education is provided for all registered pupils in accordance with the statutory requirements. (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28).

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups. Parents have the right to withdraw pupils from RE.

We comply with any request from a parent to withdraw their child. However, in view of the Christian ethos and distinctive Christian character of our school, we hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child will discuss this with the Headteacher before making their decision.

We acknowledge that teachers also have the right to withdraw from teaching RE unless they are 'reserved' teachers. However, as a church school all members of staff are asked to support the Christian ethos of the school and therefore we expect teaching staff to teach RE when asked to do so. Any member of staff wishing to withdraw from teaching RE should discuss their wishes with the Headteacher. Should a member of staff still seek to withdraw following this discussion they should provide written notice to the Headteacher and governing board.

This policy has been adopted by the Governors/Directors in consultation with the senior leaders, the RE subject coordinator and teaching staff.

This policy should be read in conjunction with other policies including SMSC, Collective Worship, PSHE, Teaching and Learning, Assessment.

Date of adopted.....3.10.23.....Signed.....Jo Mac Govern Chair of Governors

Date of review..... Signed..... Chair of Governor

