



Fladbury
Church of England First School

Religious Education Policy

Reviewed and approved by Curriculum and Standards Committee 8
November 2022

Ratified by Full Governors December 2022
To be reviewed December 2026

The Church of England's Statement of Entitlement

The Church of England's [Statement of Entitlement](#) (February 2019) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE.

It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: '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'.

The principle aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

(Worcestershire Agreed Syllabus for Religious Education 2020-2025)

This policy has been written with several key documents considered:

- [Statement of Entitlement](#) (June 2016)
- [Church of England's Vision for Education](#) (Autumn 2016)
- [SIAMS Evaluation Schedule](#) (April 2018)
- [Valuing All God's Children](#) (Summer 2019)

Religious Education provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

Religious Education promotes the values associated with attitudes which underpin the ethos of the school, as indicated by the school's Mission Statement.

Religious Education contributes considerably to Personal Social Health Education (PSHE), to understanding between, and respect for, all people regardless of race, colour, gender, creed and ability.

Religious Education contributes towards children's acceptance of others within a multicultural and multi faith society.

VISION STATEMENT:

Happy Hearts, Open Minds, Bright Futures

*Jesus promised, "I came that you may have life and have it to the full."
(John 10:10)*

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

Building on these themes, RE in this school contributes to the outworking of our vision by delivering thoughtful, inspiring RE lessons which support children's love of learning and having a **Happy Heart**. It **opens their minds** to a variety of faiths and religions by teaching them key knowledge and vocabulary in different faiths and making links to their own lives. Support their **Bright Futures** by helping them understand and respect people's views and beliefs around the world.

Religious Education Intent

The intent of Religious Education at Fladbury First School is to explore what people believe and how this impacts their lives. We want children to be equipped to handle questions raised by religion and reflect on their own beliefs and how they live their lives. We want children to leave Fladbury, having gained knowledge, skills and understanding in RE to grow up to be respectful of other people's beliefs and to be able to make informed choices of their own.

Aims and Objectives of Religious Education in Church of England Schools

- 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.

Aims of RE (Worcestershire Agreed Syllabus)

The curriculum for RE elaborates that all pupils:

1. **Make sense of a range of religious and non-religious beliefs, so that they can:**

- Identify, describe and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

2. **Understand the impact and significance of religious and non-religious beliefs, so that they can:**

- Examine and explain how and why people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing

meaning.

3. Make connections between religious and non-religious beliefs, concepts, practice and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

The Religious Education curriculum will be structured around the three aims outlined above which in return will contribute to the principle aim of RE.

The Agreed syllabus is based around a key question approach which outlines structured support in terms of, 'Working Towards Age Related Expectations (WTARE)', 'Working At Age Related Expectations (WAARE)' and 'Working At Greater Depth (WAGD)' learning outcomes.

The Worcestershire Agreed Syllabus has incorporated the Understanding Christianity Project Units in order to:

- Support children's knowledge and understanding of Christianity as a living world faith, by exploring core theological concepts.
- Enable pupils to develop knowledge and skills in making sense of Biblical texts and understanding their impact in the lives of Christians.
- Develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

Organisation & Time Allocation

In accordance with the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- In the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year.
- At Key Stage 1 pupils study Christianity and Judaism or Islam - RE will be taught for at least 36 hours over the year.
- At Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and consider non-religious worldviews - RE will be taught for at least 45 hours over the year.
- Pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.

Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Fladbury School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and share good practice

- attending RE clusters / hub meetings providing and sourcing in-service training for staff as necessary
- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Strand 7.

The **Headteacher and Governors** must ensure:

- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- appropriate support is in place to ensure the effective provision of RE.

Curriculum

The content of the R.E. curriculum is in accordance with the locally agreed syllabus of the Worcestershire County Council as recommended by the Diocesan Board of Education of Worcester and Birmingham in conjunction with the Understanding Christianity Project RE curriculum.

The content of the R.E. curriculum reflects the fact that the school is an aided school and teaches Christianity as a living faith, whilst taking into account the teaching and practice of the other principal religions represented in this country – Judaism, Islam, Hinduism and other non-religious worldviews.

KS1 - Christianity, Judaism and Islam.

LKS2 – Christianity, Judaism, Islam and Hinduism.

UKS2 – Christianity, Judaism, Islam, Hinduism and non-religious world views such as Humanism.

Through the Understanding Christianity Project, Pupils will develop their understanding of Christianity and achieve outcomes based on three elements:

- Making sense of the Biblical text.
- Understanding the Impact this has on themselves and the wider world.
- Making Connections with the text and the wider world.



The other principle religions will also be taught using these three elements as outlined in the Worcestershire Agreed Syllabus.

R.E. is seen as part of the basic curriculum and has equal standing in relation to the National Curriculum subjects within the school's curriculum.

Godly Play

Godly Play has been planned into the long-term RE plan to fit with a specific unit of work in order to develop and support the children's understanding and engagement with the Biblical text. Godly Play is a method of telling Bible stories, or presenting parables or lessons about religious traditions. It invites listeners into the stories and encourages them to connect the stories with personal experience. It is a non-coercive way to encourage children to move into larger dimensions of belief and faith, through wondering questions and open-ended responses.

Right to Withdraw

All children within the school are exposed to the R.E. curriculum, unless a parent exercises the "right of withdrawal" i.e. that a pupil should be wholly or partly excused from attending R.E. at school. Alternative arrangements will be sympathetically made for such a child, after discussion with the parents to establish -

- a) The religious issues about which the parents object to their child being taught
- b) The practical implications of withdrawal
- c) The circumstances in which the school can be expected to accommodate the parents' wishes.

Equal Opportunities

All children have an entitlement to a relevant and appropriate curriculum. The religious beliefs of others, especially those involving gender, will be treated with sensitivity.

Organisation of Teaching and Learning

R.E. will be taught mainly as weekly, discreet lessons where cross-curricular links will be highlighted if

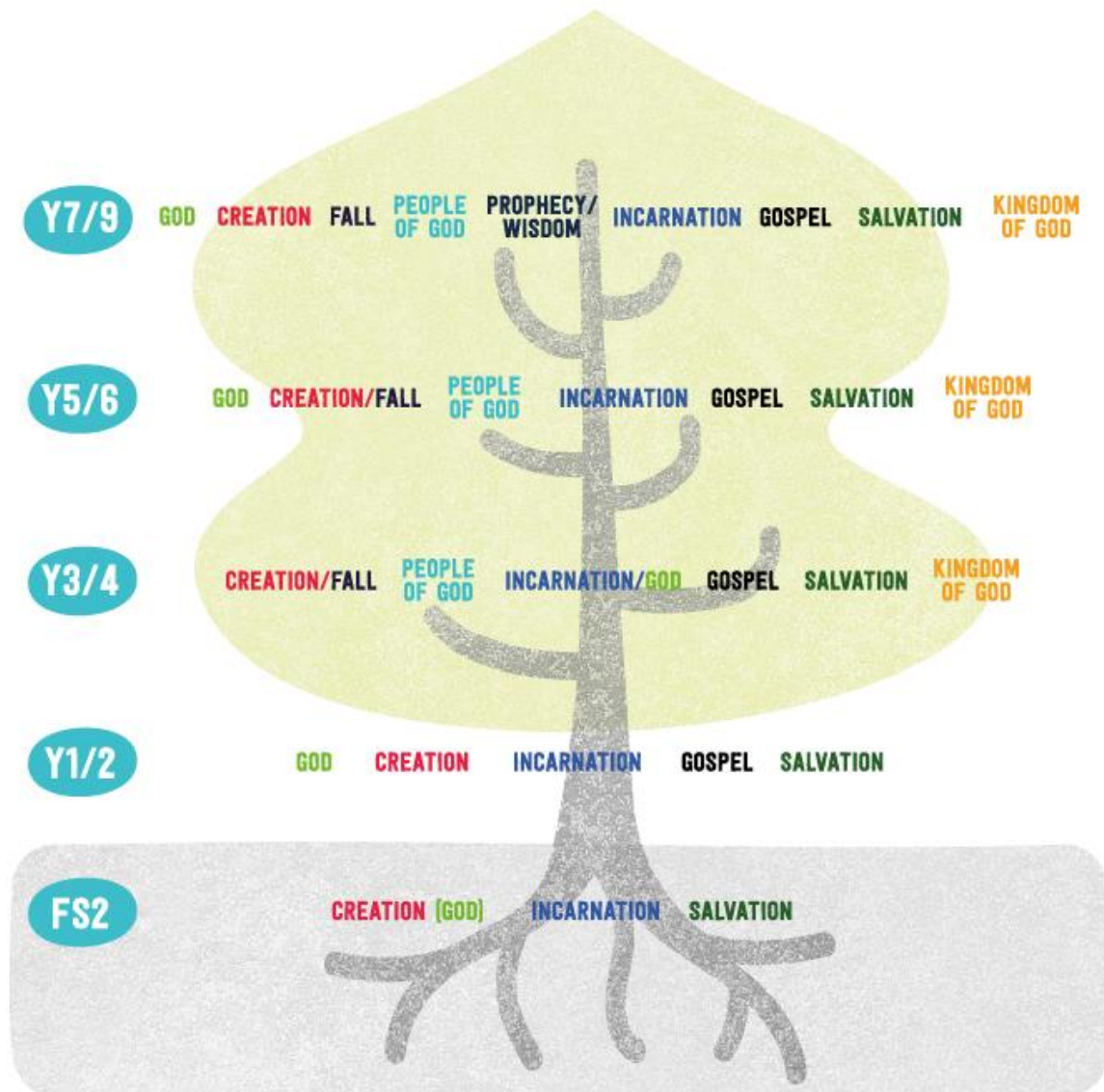
appropriate. There might be times when blocking RE learning will be appropriate to enhance the children's learning. The school has adopted the WCC Agreed Syllabus for R.E. integrated with the Understanding Christianity Project resources, where each Unit falls into eight particular Christian core concepts to tell the 'Big Story' of the Bible:

1. God
2. Creation
3. Fall
4. People of God
5. Incarnation
6. Gospel
7. Salvation
8. Kingdom of God

These eight core concepts have been identified at the heart of Christianity, which pupils need to understand. These concepts tell the 'big story' of the Bible.

Pupils will encounter these concepts a number of times as they move through the school.

THE CONCEPTS: A SPIRAL CURRICULUM



The Programmes of study have been divided amongst the year groups to ensure continuity and progression. Planning will be linked to specific festivals and celebrations when possible.

Trips

Trips and visitors have been outlined where appropriate on the RE long term planning to allow the children to experience and enrich their learning of places of worship and people of faith. Children are encouraged to ask questions and become inquisitive of other ideas and worldviews. A trip or visit suggestion has been identified, a minimum of one per year for the class. (See appendix 1 for Long-term plan)

SEND

Teachers will ensure all children can access the RE curriculum by differentiating where necessary and considering individual children's needs are met for the lesson. RE will be considered a high priority within our Church School and therefore any children being absent from this subject will be avoided

as much as possible.

Assessment

When assessing quality RE, leaders and teachers will need to ensure that:

- formative assessments can help teachers in identifying which pupils have misconceptions or gaps in their knowledge, and what those specific misconceptions or gaps are. This is in order to inform teachers about common issues, so they can review or adapt the curriculum as necessary. Teachers should be mindful that formative assessments are less useful in making judgements about how much of the whole curriculum has been learned and remembered.
- summative assessments are used for accountability purposes. Leaders can ensure that they are sufficiently spaced apart to enable pupils to learn the expanding domain of the curriculum.
- RE assessments relate to the curriculum, which sets out what it means to 'get better' at RE.

Assessment will be by teacher assessment, supported by the End of Phase Outcomes provided by the WCC Agreed Syllabus and UCR (Understanding Christianity) for R.E. Teachers will assess the efforts made by each pupil and inform parents annually on the child's report. Whole school assessment will be tracked by the RE coordinator at the end of each term. (See appendix 2 for Teacher Assessment pro forma).

Monitoring

Monitoring of the subject will include: planning scrutiny, pupil voice, learning walks, staff questionnaire and work scrutiny. Monitoring will be completed by the Subject Leader, Link Governor and SLT.

Teachers will record assessment on RE assessment templates after each Unit is taught. Where appropriate children record their work and it is collected in books. The books go with the children into their next year and so on. EYFS will record their RE learning in floor books.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 4 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in Agreed Syllabus
- a change in legal position framework for RE

Approval / review by Governing Body:

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Date of next review:

Date: