

# Castor Church of England Primary School



## RE Policy

‘We have faith in God, ourselves and everyone around us in order to achieve our full potential academically, emotionally, socially and physically, thereby empowering us all to make a positive difference to the world.’

Date written:	May 2023
Written by:	Laura Green/Helen Boulton
Date approved:	18 <sup>th</sup> May 2023
Review date:	May 2024
Signed:	Church School and Community Committee

## MANAGEMENT OF RELIGIOUS EDUCATION TEACHING

As a church school, the Trust Deed enshrines the purpose of the school. *The foundation governors should strive to ensure that the curriculum on offer provides an education that includes high quality Religious Education and a daily act of Christian Worship in accordance with the practices of the Church of England. The provision in a church school is tested through the denominational inspection (SIAMS).*

### **Church of England Statement of Entitlement 2019:**

*“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10 v10). It will help educate for dignity and respect encouraging all to live well together.*

## AIMS AND PRINCIPLES

Quality teaching and learning should be at the heart of all RE sessions.

- To encourage all children to form good relationships and respect people of other faiths, or no faith.
- To enable pupils to hold balanced and informed conversations about religion and belief.
- 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 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 on 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 the end of their education at Castor Church of England Primary School, the expectation is that all pupils are religiously literate and as a minimum, are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning;
- Engage in meaningful and informed dialogue with those of other faiths or none;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical conversations.

## **The Role of the Governing Body**

The Governing Body is responsible for:

- Monitoring that RE in the school is an expression of the school's distinctive Christian vision and values;
- Identifying a link governor for RE who liaises with the subject leader on various aspects of subject development.
- Ensuring that the RE Policy is put into practice and monitored by the appropriate Church, School and Community Committee.
- Working alongside an appropriate inspector to carry out the SIAMS Section 48 Inspection of a church school.

The Governors will monitor the effectiveness of RE teaching within the school through meeting with the RE subject leader, visiting RE lessons alongside the subject leader, and working with the Headteacher and RE subject leader on a regular cycle of evaluation. This also involves staff, children and parents.

## **The Role of the RE Subject Leader**

The subject leader is responsible for:

- Ensuring and monitoring continuity and progression across the school.
- Ensuring that RE is taught for the correct amount of time, namely 60 minutes per week for Foundation Stage and Key Stage 1 and 75 minutes per week for Key Stage 2. (This can include RE themed days across the year.)
- Advising and supporting colleagues regarding the use of resources and teaching materials.
- Ensuring that appropriate resources are available.
- Advising colleagues and providing support when organising visiting speakers and visits to places of worship.
- Keeping up to date with local and national changes to the curriculum and disseminating information and recommendations to colleagues and Governors.
- Monitoring assessment and progress throughout the school.
- Monitoring the effectiveness of RE lessons.

## **CURRICULUM ORGANISATION**

RE is taught in line with Diocese of Peterborough Syllabus for Religious Education 2019-2024. This syllabus supports schools in developing and delivering excellence in RE. It is underpinned by three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, thus supporting the school's aims for RE. These elements are:

- Making sense of beliefs;
- Understanding the impact;
- Making connections.

Alongside the Peterborough Syllabus for RE (which provides the support for planning on other religions and worldviews), Christianity must be the majority religion studied in RE in each year group for at least 50% of RE curriculum time.

In order to achieve a rich, deep knowledge and understanding of Christianity, the resource “Understanding Christianity” is used. The three elements outlined above are also accommodated, but the main difference is a focus on the text:

- Making sense of the text;
- Understanding the impact;
- Making connections.

Care has been taken to ensure the recommended weighting for each religious focus has been achieved.

Class teachers are responsible for the delivery of RE lessons. Under the guidance of the subject leader, units of work will be chosen and adapted based around enquiry based questions. Pupils will be encouraged to engage and participate during RE lessons.

RE may be linked to topic work and other subject areas. It should be encountered through people, stories, art, drama, music, architecture and more. Children will be given first-hand experience to explore places of worship and talk to people of various faith communities.

Pupils will be encouraged to ask questions for themselves – plus they will explore disagreement and learn to handle it well. They should feel confident to challenge and be challenged by the ideas encountered. In line with the school’s Christian vision of “having faith in God, ourselves and everyone around us” (plus the school’s Behaviour Policy), teachers will place trust in what the children discuss and encourage them to show the Christian values of honesty, responsibility and forgiveness.

In order to ensure that the appropriate number of hours is taught and to provide a focussed opportunity to monitor continuity and progression, the subject leader will aim to plan whole school themed days (known as “Big Question Days”) at least twice during an academic year. These will relate to a specific aspect of Christianity, such as “How can we pray?” or “How beautiful is God’s world?” – or will incorporate and explore the beliefs and similarities between all six of the major world religions. Where appropriate the local area and outdoor environment will be used as much as possible.

Although collective worship is seen as being distinct from RE, there are aspects within both which are very similar. These links should be encouraged and developed, e.g. opportunities for reflection and spiritual reflection. RE teaching will also be closely linked to Personal Social and Health Education (PSHE). Social, Moral, Spiritual and Cultural links will also be explicit in RE teaching.

## **EQUAL OPPORTUNITIES**

RE is a fundamental way of supporting the ethos of the school. All children have equal access to the curriculum regardless of their gender, race or ability. Staff should promote equal opportunities and enable pupils to challenge discrimination and stereotyping.

**WITHDRAWAL**

Parents have the legal right to withdraw their children from RE. Parents wishing to exercise this right should make an appointment to discuss this with the head teacher.

**REVIEW**

The Governing Body will review this policy one year from the date of its adoption.