



Believe to Achieve

'I can do all things through him who strengthens me' - Philippians 4.13

Religious Education Policy

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)

This policy has been adopted by the Governors in consultation with the Head teacher.

Introduction

At Whitley Memorial School, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the Diocese of Durham and Newcastle Agreed Syllabus. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with our school vision, core values and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. 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.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- 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.

As a church school, core values are central in approach to the teaching and learning in RE. Our core values are: *Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship and Respect.*

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. As a VA school, we follow the scheme of work provided by the Diocese of Durham and Newcastle. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

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 pupils to develop their religious literacy* and reflects the key concepts of Belief, Impact, Connections.

**Religious Literacy: Helping children and young people hold balanced and well informed conversations about religion and belief.*

- 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.
- enables pupils to acquire a rich, deep knowledge and understanding of our core values
- 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 and the ability to express thoughts, feelings and personal beliefs and our Core Values.
- 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 ablest 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

Scheme of Work

A detailed scheme of work (Diocese of Durham and Newcastle) is available for teachers and other interested people alongside this policy. An overview can be seen in Appendix 1 and on our school website.)

It has been written in according to the Durham and Newcastle Agreed Syllabus.

- EYFS- Me, Others and the World Around Me, Jesus, Special places, times and objects
- KS1 Christianity, Islam and Judaism
- Lower KS2 Christianity, Sikh and Hinduism
- Upper KS2 Christianity, Judaism and Islam

Curriculum balance and time

Parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be approximately two thirds of RE curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1 and 2.

Time Allocation.

It is recommended that RE is taught for a *minimum* of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. (this reflects 5% see above)

The time allocated for teaching RE at Whitley Memorial School is:

- EYFS planned within the EYFS Framework
- KS1 40 hours
- KS2 50 hours

RE entitlement is totally separate from requirements for collective worship. Collective worship will not be considered curriculum time for RE or the teaching of RE.

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. 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. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews (Religious Literacy).

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging and those of others.

Pupils experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Posing and discussing 'big' and challenging enquiry questions.
- Reading and critically analysing religious and non-religious texts.
- Interpreting information from different quality sources.
- Researching information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning and use of the Peace Garden.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views 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. Questions, views, and opinions are treated with sensitivity and respect.

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.

Cross-curricular links

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development and their understanding of our core values. 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.

Visits and visitors

We are able to visit places of worship in our region, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. Children will have the opportunity to make visits or have visitors during their time at our school.

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.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- 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.
- 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 locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and 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.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in our scheme of work, Understanding Christianity.
- Be directly related to the expectations and age related outcomes of the Diocese of Durham and Newcastle (See scheme of work)
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy for RE.
- Include pupil 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.
- Involve whole staff moderation of work across our school

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years, and then be fully reviewed by all staff and governors.

The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation

The subject leader for RE, Head Teacher and staff will assess and review the subject's strengths and areas for development. This will be in line with SIAMS and OFSTED guidance about self-evaluation and review.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings.

Resources

We use a wide range of quality resources, to support our RE teaching, that we continue to develop. Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the SACRE / Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate. We shall upkeep our membership of the Diocese's North East Religious Resource Centre and use appropriately. A regular audit of resources takes place by the RE subject leader in order to update our collection.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(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.

We note the Human Right of parents to withdraw their children from RE. 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. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE must be made in writing to the head teacher and a record kept of them.

In the event of a child being withdrawn from RE, alternative arrangements will be made, ensuring that the child is supervised and cared for.

Date of validation: March 2020 Signed..... Chair of Governors

Date of review: March 2023 Signed..... Chair of Governors

Appendix 1 NB: Outline planning, subject to change

Autumn Term Theme – Me, Others and the World Around Me			Foundation Stage	
<i>Harvest</i>	<i>Prayer</i>	<i>Christmas</i>		
Giving thanks for food and God’s many gifts to us Story of Creation and exploring the wonders of our amazing world UC- Creation Year A – Generosity Year B - Thankfulness	What is prayer? How do we pray? Why do people pray? On-going throughout year Make prayer book in T2b	Theme: Births and Birthdays Nativity Story UC – Incarnation Year A – Compassion Year B - Trust		
Spring Term Theme – Jesus				
<i>Stories Jesus Heard</i>	<i>Stories Jesus Told</i>	<i>Easter</i>		
The Bible Key Old Testament Stories Inc: Daniel, Jonah, Joseph, Moses Year A – Courage/Believe to Achieve Year B – Perserverance/Believe to Achieve	Parables Inc: The Sower, The Lost Sheep, The Good Samaritan, The Great Feast, The Wise and Foolish Builders	Theme : Love Palm Sunday Good Friday Easter Sunday Emotions UC Salvation Year A – Forgiveness Year B - Justice		
Summer Term Theme – Special places, times and objects				
<i>Friendship</i>	<i>I am special</i>	<i>Special People (Values)</i>	<i>Special places</i>	<i>Special Times</i>
Qualities of friendship Jesus is our friend Friends of Jesus Year A – Friendship Year B - Service	We are unique children of God God as loving Father Feelings and Emotions My gifts and talents	People who love us and help us People we trust Significant role models Exploring Christian values through the actions of others	My special places The Church including a visit Christian Artefacts <i>Non-Christian Faith places of Worship</i> Year A – Respect Year B - Truthfulness	Baptism Weddings Family celebrations <i>Links with Non-Christian Faith celebrations</i>
Whitley Memorial C of E School RE Medium Term Planning				

Key Stage 1			
	Autumn	Spring	Summer
Year 1	<p>1.8 Who am I? What does it mean to belong?- <i>Thematic unit</i></p> <p>1.3 Why does Christmas matter to Christians?- <i>Incarnation</i></p>	<p>1.6 Who is a Muslim and what do they believe?- <i>Non- Christian unit</i></p> <p>1.5 Why does Easter matter to Christians?- <i>Salvation</i></p>	<p>1.2 Who do Christians say made the world?- <i>Creation</i></p> <p>1.10 How should we care for the world and for others, and why does it- <i>Thematic unit</i></p>
Year 2	<p>1.1 What do Christians believe God is like?-<i>God</i></p> <p>1.3 Why does Christmas matter to Christians?- <i>Incarnation (Digging deeper)</i></p>	<p>1.4 What is the 'good news' Christians believe Jesus brings?- <i>Gospel</i></p> <p>1.5 Why does Easter matter to Christians?- <i>Salvation (Digging deeper)</i></p>	<p>1.7 Who is Jewish and how do they live?- <i>Non-Christian unit</i></p> <p>1.9 What makes some places sacred to believers?- <i>Thematic unit</i></p>

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Lower Key Stage 2			
	Autumn	Spring	Summer
Year 3	<p>L2.1 What do Christians learn from the Creation story?- <i>Creation</i> (6-8 hrs)</p> <p>L2.9 What are the deeper meanings of festivals?- <i>Thematic unit</i> (6-10 hrs)</p>	<p>L2.2 What is it like to follow God?- <i>People of God</i> (8-10hrs)</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?- <i>Salvation</i> (4-6 hrs)</p>	<p>L2.8 What does it mean to be a Sikh in Britain today?- <i>Non- Christian unit</i> (10-12 hrs)</p>
Year 4	<p>L2.10 How and why do believers show their commitments during the journey of life?- <i>Thematic unit</i> (8-10 hrs)</p> <p>L2.3 What is the Trinity?- <i>Incarnation</i> (6-10 hrs)</p>	<p>L2.7 What does it mean to be a Hindu in Britain today?- <i>Non- Christian unit</i> (10-12 hrs)</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?- <i>Salvation</i> (digging deeper) (4-6 hrs)</p>	<p>L2.6 When Jesus left what next?- <i>Kingdom of God</i> (6-8 hrs)</p> <p>L2.4 What kind of world did Jesus want?- <i>Gospel</i> (6-8 hrs)</p>

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Upper Key Stage 2 (draft)			
	Autumn	Spring	Summer
Year 5	<p>U2.11 Why do some people believe in God and some people not?</p> <p>U2.1 What does it mean if God is holy and loving?</p>	<p>U2.11 Why do some people believe in God and some people not?</p> <p>U2.4 Was Jesus the Messiah?</p> <p>U2.6 What did Jesus do to save human beings?</p>	<p>U2.10 What does it mean for a Jewish person to follow God?</p> <p>U2.14 How do religions help people live through good times and bad times?</p>
Year 6	<p>U2.9 What does it mean for Muslims to follow God?</p> <p>U2.13 Why is pilgrimage important to some religious believers?</p>	<p>U2.3 How can following God bring freedom and justice?</p> <p>U2.8 What kind of king is Jesus?</p> <p>U2.12 What will make our city/town/village a more respectful place?</p>	<p>U2.2 Creation and science: conflicting or complementary?</p> <p>U2.7 What difference does the Resurrection make for Christians? [Y6]</p>

