



Abbots Ripton Church of England Primary School

# Religious Education Policy

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## Religious Education Policy for Abbots Ripton School

### **Our Vision Statement**

Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.

### **RE Policy Statement**

Religious Education is a compulsory subject in the National Curriculum and the Local Authority (Cambridgeshire) are responsible for producing the Locally Agreed Syllabus. As a Church of England Primary School we must follow the National Curriculum in all subjects.

### **Aims**

Here at Abbots Ripton Church of England Primary School our aim is to deliver a high quality Religious Education curriculum which is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum and the Understanding Christianity resource supports us in this through an enquiry approach which engages with significant theological concepts.

The broad aims of Religious Education (RE) are set out within the locally agreed syllabus and the Church of England Education Office Statement of Entitlement (June 2019). The purpose of religious education in our school is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief.

The teaching of RE aims to:

- Know about and understand Christianity as a living faith that influences the lives of people world-wide and as the religion that has most shaped British Culture and heritage.
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Know about and understand other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Show a well-informed, balanced and respectful attitude to religions and world views.
- Engage in meaningful and well-informed dialogue with those of other faiths and none.

- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions, exploring and enriching their own beliefs and values.

### Curriculum

The curriculum for RE is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

**Theology:** This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

**Philosophy:** This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

**Human/Social sciences:** This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

In accordance with the structure of the locally agreed syllabus we have agreed that:

- At KS 1 pupils study primarily Christianity and Sikhism with reference made to other principal religions, beliefs and world views.
- At KS2 pupils study primarily Christianity plus five other world religions; Islam, Hinduism, Judaism, Sikhism and Buddhism. We also complete a unit on humanism.

### **Teaching RE**

Our Religious Education uses an enquiry-based approach to learning. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

### **Allocation of teaching time**

This entitlement is met both through the weekly or blocked teaching of RE, and through additional RE days which focus on an aspect of either Christianity or other faith. In KS1 this equates to 36 hours teaching time and in KS2, 45 hours of teaching time. The use of the resource *Understanding*

*Christianity* particularly supports the development of the theological perspective in the context of Christianity.

### **Assessment**

Pupils are assessed in terms of how they are making progress in relation to the theological, philosophical and human/social sciences disciplines within RE in line with the assessment criteria linked to the Cambridgeshire syllabus. This is also supported by the assessment documents linked to Understanding Christianity where we track those exceeding and those who are working towards in the subject. The following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex
- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldviews through engagement with a broadening and increasingly complex range of information
- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and worldviews

Pupils are assessed through dialogue and discussion, and produce an assessment piece of work linked to a unit which demonstrates understanding.

Assessment is regarded as an integral part of teaching and learning, and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan the next steps in their learning.

### Monitoring and Evaluation

The co-ordinator will monitor RE provision and standards within school through observation, book looks, talking to children and reviewing the curriculum with staff.

The co-ordinator is responsible for contributing to the schools self-evaluation process and the governing body monitor the role of religious education in contributing to the Christian ethos of the school.

### The Right of Withdrawal

Abbots Ripton Church of England Primary School is an inclusive school but recognises that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may

happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PSHE.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

#### Managing the right of withdrawal

- We will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- We will review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- If pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will remain on the school premises. How the child's withdrawal can best be accommodated, will be discussed on an individual basis and will depend on the age of the child.

#### Role of the RE Lead

- To ensure that the RE policy is implemented and to keep up to date with reviews.
- To have oversight of the RE curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To develop links with the Church and Diocese.
- To support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

#### Entitlement and Inclusion- EAL, SEN, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given an opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

### Resources

The school has a wide range of resources to support the teaching of religions and where appropriate visits and visitors are used to enhance teaching.

### The contribution RE makes to other curriculum aims

#### ***Spiritual, moral, social and cultural development***

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Examining and exploring religions and beliefs, through the distinct knowledge, understanding and skills contained in RE, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

#### ***Personal development and well-being***

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

### Review

The policy will be reviewed every three years.

### Links to other policies

Collective Worship