



# Kirkby on Bain Church of England Primary School



## Religious Education Policy

### Our Vision

**We care, learn, discover and grow together, aspiring to make a difference to our own lives and to those of others.**

Motivated and inspired by the parable of the Good Samaritan, Luke 10:25-37, we give our all, to all, through our embedded Christian values. Our pupils and staff aspire to embody these, in everything they do, reflecting, and striving to be the best they can be. We value and encourage the contribution that our pupils and all stakeholders make to our school and the wider community, regardless of background, culture or faith. Striving to enthuse and inspire our pupils, we challenge and support their growth into respectful; confident; independent; self-motivated and curious individuals. We 'live' together as a family of individuals of inherent value, celebrating our differences and dwelling together in unity.

### Our tagline:

**'Learning together for life, life in all its fullness'**

This policy should be read in conjunction with other policies in school and the school's RE Progression document.

### Intent

Our RE curriculum is underpinned by the Lincolnshire Agreed Syllabus (2018-2023). Through RE our pupils will develop religious literacy and knowledge of significant religions including Christianity, Islam, Judaism and Hinduism. Pupils will develop their abilities to articulate the beliefs and practices of the major religions and diversity within a religious community. They will be taught to value the religions and religious beliefs and practices of their peers as well as question thoughtfully, and to compare compassionately, in order to celebrate the diversity of thinking across the globe. We aim to teach our pupils about equality and to instil in them a tolerance, understanding and respect of all cultures, faiths, disabilities, and ways of life and living. They will be taught to respect the rights of others to hold diverse opinions and participate in culturally different practices. Pupils will be able to defend ideas and/or practices with which they do not necessarily agree. They will develop their ability to make morally based decisions, and to behave with respect and compassion to fellow citizens.

### The aim of RE

To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief.

Good RE should:

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views focus on concepts as well as content, within the context of enquiry-based learning
- explore authentic religious material, e.g. sacred texts



- reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain
- engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

## Skills in RE

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence, and dialogue.

## The Context

Kirkby on Bain Church of England Primary School is a small, rural school for children in the age range 4 to 11.

As a Church of England school, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE towards our theologically rooted Christian vision.

We recognise the religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British Values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews. This stance also provides a backbone to our entire school community and

our aim to enable all members to flourish as human beings, throughout their journey through our school, their long-term education and as adults.

## **Implementation**

Our RE curriculum is based on the Lincolnshire Locally Agreed Syllabus [and can be provided on request]. 'Understanding Christianity' is a comprehensive resource used to support the Christianity themes taught. RE is based around half-termly and termly themes. At KS1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity and Islam, with additional units linked to Judaism and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at Kirkby on Bain CE Primary School, although they will have learning opportunities that allow them to encounter them all. Pupils will also encounter non-religious worldviews, such as Humanism, as part of the RE curriculum.

Teaching is planned from the agreed long-term planning and our progression document which identifies key substantive knowledge and uses the disciplinary lenses of 'believing, 'living' and 'thinking' to scaffold learning. These are underpinned by the Agreed Syllabus. The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each key stage. As we have some mixed-age KS2 classes, dependant on numbers, we carry out a two-year cycle as set by our long-term plan. RE is taught in weekly discrete lessons by the RE subject leader. Planning is adapted to best support the progression of pupils in each class, consulting with the class teacher if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, usually at the discretion of the class teacher. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about other religious and non-religious worldviews.

We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire Agreed Syllabus for RE and follow the guidance of the Lincoln Diocesan Board of Education in relation to assessment of progress and attainment in RE.

## **Time Allocation**

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). This time is arranged in a range of ways, including discrete weekly lessons, blocked time and RE days/weeks.

RE curriculum time does not include values lessons or Collective Worship.

## **Resources**

Kirkby on Bain Church of England Primary School has invested in a wide range of appropriate books, artefacts etc, and the RE Subject Leader audits these resources. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE. Advice to enable parents to support their child's learning in RE can be requested from the class teacher, if required.

## Visits and Visitors

We consider that an essential element of the delivery of good quality RE is encounter with a range of religious and non-religious world views. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the curriculum for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit Kirkby on Bain Church of England Primary.

## Supporting All Learners

Our whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs. At Kirkby on Bain Church of England Primary School, we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

## Impact

Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting of deeper thinking using questioning for mastery. Children are supported to use knowledge organisers, teaching materials on interactive whiteboards, working walls, sentence stems and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment and enables learners to be challenged through response and feedback. We use a range of strategies to elicit pre and misconceptions of a unit which will enable teachers to adapt planning. At Kirkby on Bain, we recognise the value of teacher observation and of a dialogic, language rich learning environment.

Pupils are offered carefully planned tasks to promote knowledge retrieval bringing core knowledge and skills into long term and working memory. Children are explicitly taught these skills and they are reinforced in UKS2 where preparation for KS3 study is considered. We recognise the underpinning cognitive processes of these tasks, and the application of literacy skills, in developing good revision strategies and skills for life beyond primary school. Teachers use ongoing formative assessment strategies and feedback to inform summative judgements which are used to update end of unit assessments, our whole school data captures (twice yearly) and reports to parents in the summer term.

## Inspection

The effectiveness of RE is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. Kirkby on Bain Church of England Primary School is a VA school. As such, progress and attainment in RE is inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

## Monitoring and Review

We intend that this policy should operate for the next two years and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to report on pupil progress in RE during each academic year, participate in book scrutiny/moderation, contribute to RE priorities within action plans, identifying areas of weakness and strength and track attainment within our whole school tracker.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. They must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

## Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the RE Subject Leader/head teacher/school governors.

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing*. During the time that would have been spent within RE lessons, any pupil who is withdrawn should complete alternative, equivalent work, provided by their parent/carer. This time should not be used as a top up for other subject areas that would effectively disadvantage others.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.