

Bilston Church of England Primary School

RE Policy

Our Vision

We will aspire through our Christian beliefs and attitudes for all children in our care to flourish both academically and personally; develop respect for others and to reach out to their local and global communities, so, 'hand in hand together with faith we will strive to achieve all things...

'I am able to do all things through him (Jesus) who strengthens me.'
Philippians 4:13

John 3:16

“For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.”

Rationale for RE at Bilston Church of England Primary School

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The SIAMS schedule 2018 (Strand 7) makes it clear that RE should reflect the school's Christian vision. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is non-confessional and should be treated as an academic subject in its own right.

As the Church of England document, **'Making a difference? A review of Religious Education in Church of England schools 2014'** recommends that the RE curriculum in all schools should,

“...ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world”

“...explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE”

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (June 2016), see link below:

https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_2016.pdf

Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE curriculum

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the Wolverhampton Locally Agreed Syllabus. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation, at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

The aims of Religious Education in our school are:

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text.
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide.

- To enable all pupils to develop knowledge and understanding of other major world religions and worldviews and their impact on society and culture?
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions.
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

Spiritual, moral, social and cultural development (SMSC)

In addition, the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values of our society
Cultural	Aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Teachers should share effective practice locally and regionally and engage in professional development (SIAMS 2018).

As a church school, we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate

- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring rigorous systems of assessment are in place (SIAMS 2018) and are in line with the Local Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

RE outcomes for pupils

Also see skills and knowledge progression documents

In RE pupils will be encouraged / have opportunities to:

- Think theologically and explore ultimate questions
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Develop the skills to analyse, interpret and apply the Bible text
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Reflect sensitively on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Express religious ideas with the appropriate language, vocabulary and terminology
- Be confident in expressing and nurturing their own faith journey

Right to withdrawal

At Bilston Church of England Primary School, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the Head teacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. 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. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

Pedagogy

Our RE curriculum is a spiral curriculum whereby children will revisit and extend knowledge and skills over their time in Primary school.

- Lessons are enquiry based with a question rather than a more traditional WALT.
- The first lesson in each new area of study will begin with gathering information from children to ascertain what they already know.
- Good practise is to give children an opportunity to say what they know and what they would like to learn, about the area to be studied. The generated questions will be incorporated into future lessons.
- Any questions not linked to the planned area of study may be more suitable for the next time the religion or belief is taught.
- Lesson introductions may include an object, artefact, image to create curiosity and encourage children to ask questions and share ideas..
- Staff plan a range of meaningful tasks that progress towards the intended outcomes using .a wide range of resources.
- After the first elicitation lesson further lessons will begin with a recap of previous learning- with children recalling what they have learnt. TTYP-and reporting back are commonly used strategies.
- On the advice of the our CDA (Christian Distinctiveness Advisor) and previous SIAMs inspection pupil work is marked based on the knowledge shown, not spelling or other written mechanics. This enables all children to achieve the intended outcomes.

- Good practise when marking, is to add a question that will enable a child to consider m deepening what they have learnt. This could include but is not limited to a reference to previous learning, an. 'I think..' response .
- Children encouraged to share thoughts and ask questions.
- We encourage an element of 'Awe and wonder' as some big questions have no answer.
- The resources used to plan lessons, give staff a background to what is studied so ensuring that staff have relevant subject knowledge.
- Staff are encouraged to share ideas with colleagues.
- At the end of the second and subsequent lessons staff are encouraged to include a question for reflection based on learning in the lesson.
- Friendship,Trust,Service,Forgiveness,Courage,Compassion,Justice,Generosity,Truthfulness,Respect,Perseverance and Thankfulness are our core Christian values that are a golden thread that runs through all that we teach. Theses core values are found in the religions and beliefs of faiths taught in our school.l

Current RE practice and principles

- An action plan for RE is written each year and evaluated by the subject leaders. This is also shared with Governors.
- Class teachers, HLTAs, predominantly deliver RE. Sometimes we will have visitors from the local community or faith leader who will be part of the RE lesson.
- When and where appropriate staff delivering RE will differentiate learning opportunities.
- The SACRE agreed syllabus , Understanding Christianity and Discovery RE resources are the basis for all RE teaching and learning.
- The LTP ensures that there is progress and continuity across all Key Stages.
- The subject coordinator and SLT monitor RE regularly. Evidence will include but is not limited to pupil work, observation of teaching, planning and pupil voice.
- As there is no statutory national assessment for RE, judgements are made by staff based on the intended learning outcomes for each unit of study. Staff input data on an agreed assessment format called Insight.

Approved and signed off by

Headteacher.....

Chair of
Governors.....

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(The Head teacher and the governing body of the school should sign this off)

2022

Review 2025