



## Petersfield Church of England Aided Primary School Religious Education Policy

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**God teaches us we are all equal, valued and unique.** We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full."**  
**John 10:10.**

**Love: 1 Corinthians 13:4-7** It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

**Trust: Isaiah 26:4** It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

**Peace: Thessalonians 5:13** It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

**Friendship: Luke 6:31** We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

**Creativity: Romans 12:6** Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

### Love - Trust – Peace – Friendship – Creativity

#### 1. Introduction and Aims

This policy outlines the vital and integral part played by R.E. in our school curriculum. Our policy for R.E. and is supported by staff and governors. The implementation of this policy is the responsibility of all teaching staff.

#### RE Policy Statement

Religious education is unique in the curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

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 (2016).

The aims of the Agreed Syllabus are for pupils:

- to develop religious literacy;

- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally, and globally;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally, and globally

The purpose of religious education is to promote religious literacy. By this we mean that pupils have the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. about religion and belief. Religions and worldviews deal with some of the most profound and difficult questions in human life. Religions and worldviews approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. RE must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs to develop pupils' skills:

- to read fluently;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning.

Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to **explore** religions and worldviews, **engage** with their knowledge, and **reflect** on their learning and their lives.

## 2. Entitlement

We are bound by law to provide Religious Education for all pupils. We continue to teach from The Agreed Syllabus For Religious Education which is the legal basis for RE in Cambridgeshire. The 2023-2028 Locally RE Agreed Syllabus was launched at the June 2023 conference and will be implemented through the 2023-2024 academic year during which time we will review the Emmanuel Curriculum against the new Agreed Syllabus. Usually the R.E. curriculum is taught in accordance with our school's Trust Deed, (through which particular practices of the Church of England may be highlighted), but elements of the RE agreed syllabus are non-denominational.

In line with our Trust Deed (1897), Religious Education (RE or 'Religious instruction') is 'given in accordance with the doctrines of the Church of England'. During the 7 years at Petersfield, the planned Scheme of Work includes a majority of Christianity teaching (52%). In accordance with the Church of England Statement of Entitlement, the dedicated curriculum time for delivery of RE at Petersfield accounts for over 5% of the school curriculum. With the aspiration of increasing this to nearer 10% over the duration of the current Agreed Syllabus.

Our school curriculum for religious education meets the requirements of the Education Act 1996 and the School Standards and Framework Act 1998. The SSFA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old.

RE is provided for all pupils, and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE. Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance. Parents who wish to withdraw a pupil should make an appointment with the Co-headteachers. The school does not support selective withdrawal from RE.

Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. RE forms a core element of the curriculum at Petersfield, and the expectation is that teachers will deliver RE as specified in this policy. The expectations for religious instruction are stated in teachers' contracts of employment which says: 'You agree to give, if called upon by the Headteacher to do so, religious instruction in accordance with the doctrines of the Church of England at such times as may be set apart on weekdays for religious instruction.'

Our school RE curriculum is based on the Cambridgeshire LEA's Agreed Syllabus and it meets all the requirements set out in that document.

### **3. Implementation**

Religious education uses an enquiry-based approach to learning. This is based on the best practice framework in the Cambridgeshire agreed syllabus. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences.

In line with the 2021 Ofsted Research Review: RE, we teach three types of knowledge:

- substantive knowledge - knowledge about religious and non-religious traditions, core concepts, truth claims, teachings and practices, behaviour and responses of adherents; wider concepts such as spirituality and secularity; relationships, similarities and differences and how worldviews work in human life
- ways of knowing - pupils learn 'how to know' about religion and non-religion, incorporating methods from academic disciplines
- and personal knowledge - pupils build an awareness of their own presuppositions and values associated with;
  - the religious and non-religious traditions studied
  - the lived experience of adherents

In EYFS, an experiential and enquiry approach is prioritised. EYFS pupils focus on themselves, those around them and their communities. They are introduced to different festivals and special places through stories, exploration of the world around them and a multi-sensory approach. RE is closely linked to the prime areas of learning.

In Key Stage 1 (KS1) an experiential and enquiry approach is prioritised. KS1 focus on family, neighbourhood and special times and concentrate on the similarities and connections between different religions and world views.

In KS2, an experiential and enquiry approach is prioritised. Pupils learning extends from the local to the national and international examples of religion. Pupils explore diversity, similarities, and differences within and between religions, humanism, and other world views. They are encouraged to use philosophical and theological principles considering the historical context.

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. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. Christian festivals are studied at appropriate times during the year and we use pupils' experiences of these festivals to develop their religious thinking. This is in addition to the units of work outlined in the curriculum map. We use a range of activities, e.g. discussion, art, dance and music, as appropriate, to explore religious topics. We organise visits to the local church and other places of worship as well as inviting visitors in school.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using a range of resources and techniques e.g. computers for research, books, interviews, paintings and music and working individually or in groups.

Teachers adapt learning opportunities in Religious Education by matching the challenge of the task to the needs of each child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting big questions for each unit of work and each lesson, where all children are given the chance to 'wrestle' with big ideas;
- providing resources of different complexity, adapted to the needs of each child;
- using adults to support the work of individuals or groups of children.

At Petersfield, we believe that it is important for children to understand and be exposed to the other main world faiths and other world views. The teaching of RE will be sensitive to the beliefs and inclusive of those of any faith or none and will foster an atmosphere of respect and tolerance between all. The pupils learn about love and respect for all people and their beliefs. "The wisdom and tradition of other religions help expand the arena in which God lives and moves and has being." (Rev. Mark Beckwith)

#### 4. Curriculum Planning in Religious Education

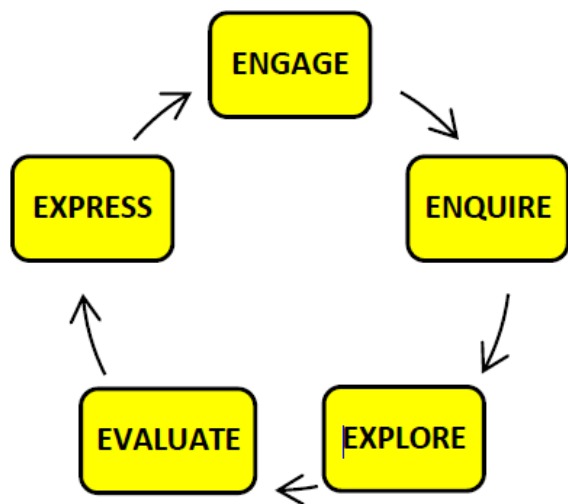
We plan our religious education curriculum in accordance with the Cambridgeshire LEA's Agreed Syllabus and following the 'Emmanuel Project' Scheme of Learning. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage:

Other world faiths are studied in an age appropriate way within EYFS and in each Key Stage. The syllabus is at least 50% Christianity and at least 40% other religions and world views and includes Humanism.

Many of our classes are mixed-age. To ensure progression, Religious Education planning is on a two year rolling programme following the long-term map below.

	What we teach	Entitlement
<b>EYFS</b>	Early years follow the EYFS framework. They begin introducing Christianity and a range of other religions and world views.	EYFS pupils are taught Religious Education through a minimum of 30 minutes of teacher-led activities per week and then further explore this learning with additional continuous provision opportunities throughout the week in line with the EYFS framework and ELG.
<b>KS1</b>	7 Christianity Units, 4 Judaism Units and one Islam Unit.	In KS1 and KS2, pupils study RE for one hour each week.
<b>Lower KS2</b>	5 Christianity Units, 2 Hinduism Units, 2 Islam Units, 2 Sikhism Units and 1 Judaism Unit and an acknowledgment of other worldviews.	At least an additional 8 hours of dedicated curriculum time across the academic year are dedicated to the study of Christianity for all pupils in Years 1-6. This dedicated curriculum time may incorporate activities such as REActive Church and visits to the local church of St. Andrew's in Orwell.
<b>Upper KS2</b>	4 Christianity Units, 2 Buddhism Units, 2 Islam Units, 2 Hinduism Units, 1 Judaism Unit, 1 Humanism Unit.	In line with the Agreed Syllabus, Pupils will be taught Religious Education for a minimum of 36 hours per year in KS1 and 45 hours per year in KS2.



Medium-term planning for a half term is taken from a single 'Emmanuel Project' unit and planning is focussed on a 'big question' about a central concept or belief in Christianity, a world religion or humanism. Each Emmanuel unit follows an Enquiry Cycle approach to develop children's learning. Teachers use the unit planning and this model to develop medium term plans.

Short-term plans for each lesson are written by a teacher, who sets the specific learning objectives for that lesson around a 'big

question' linked to the main question for the unit of learning.

When appropriate, RE may be linked with other areas of the curriculum e.g. big questions of how the world was created when looking at the universe and the planets. RE is integrated throughout the curriculum where a positive, caring and open attitude is positively encouraged. (see SMSC policy and British Values policy). We link learning in Religious Education with other subjects where possible through medium-term plans to support pupils to develop schema and create cohesion in their learning.

From Autumn 2023, initially through the use of Bible stories, our goal is to increase pupils' RE literacy and increase the percentage of RE curriculum time. Over the course of a week, pupils will hear, retell, explore and summarise a Bible story. Creative Play training from Diocese will support teachers in delivering and resourcing these stories.

## 5. Assessment

At the start of each unit, pupils complete a 'cold task' to assess prior learning and support teachers to adapt learning to meet the needs of pupils and cohorts. At the end of each unit, pupils complete a 'hot task' and teachers assess their understanding of the taught content. These half termly Unit assessments are recorded for each pupil and collected by the RE Coordinator. A summative assessment is recorded for all pupils at the end of each academic year and reported to parents on end of year written reports. The attainment descriptors for each unit of the Emmanuel Project set clear expectations and enable staff to determine pupils' progress. Progress in RE is reported to parents in the annual pupil report.

## 6. Monitoring and review

The RE coordinator is responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE coordinator and SLT are responsible for liaison with outside agencies including the Diocese and the LEA through attending meetings and training provided. The RE subject leader, the SLT, and the governors are responsible for monitoring RE across the school. Monitoring and reviews take place on

an annual cycle and include lesson observation, book scrutiny, learning walks, pupil voice, data review and other monitoring activities.

### **LINKS WITH OTHER POLICIES**

Other policies will be linked to the RE Policy, including Collective Worship, SMSC (Social, Moral, Spiritual and Cultural) Policy, Personal, Social and Health Education Policy, Behaviour Policy, Teaching and Learning Policy, RE Policy, Equality Policy and Statement.