

Kilham CE (VC) Primary School

Religious Education Policy

As a school we use the East Riding Agree Syllabus and the Church of England Understanding Christianity resources to deliver the RE curriculum.

The school ethos of 'Learning, Caring and Friendship' runs through our children's lives and is a cornerstone. This supports our teaching of Religious Education, which should enable every child to flourish and live life in all its fullness

(John 10:10 I have come that they may have life, and have it to the full.)

Our ethos helps to educate for dignity and respect, encouraging all to live well together. It reflects the values that are encompassed through Social, Moral, Spiritual and Cultural education (SMSC) and our values in practise (VIP) work throughout school.

This 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 religions and world views and for the religious freedom of each person.

This RE policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff. It was approved by governors on 15th October 2019 and will be reviewed on 15th October 2022.

Introduction

At Kilham Primary School, pupils and their families 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 agreed syllabus for religious education for East Yorkshire, which was developed through a collaborative partnership between the Standing Advisory Councils for Religious Education (SACRE) in the Humber region.

As a church school, the teaching of Christianity is at the heart of our RE curriculum, using 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.

Our school vision 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.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. 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.
- 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.
- 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.
- 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 most able 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

Curriculum Balance and Time

As a voluntary controlled (VC) school, we aim to spend a minimum of 5% of curriculum time studying RE and of this at least 50% of allocated time is dedicated to Christianity.

In EYFS, RE is taught through the EYFS framework. In Key Stage 1, RE is taught for 36 hours per year and in Key Stage 2, 45 hours per year. This equates to a minimum of 1 hour per week.

Scheme of Work

Staff use the scheme of work that is written according to the East Riding agreed syllabus.

EYFS	Themes emerging from the EYFS Framework
KS1	Christianity and Islam are taught in depth, with reference to other world religions as appropriate.
Lower KS2	Christianity, Islam and Judaism are taught in depth, with reference to other world religions as appropriate.
Upper KS2	Christianity, Islam and Judaism are taught in depth, with reference to other world religions as appropriate.

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.

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

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

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different 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.
- 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. 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 the immediate vicinity of the school – All Saints' Church and St Paul's Methodist Church. Faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We 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.

Through RE action days we are able to visit larger churches which have included Bridlington Priory, Beverley Minster and York Minster. Children will have the opportunity to make the following visits during their time at our school.

Key Stage 1 - All Saints' Church, Kilham.

St Paul's Methodist Church, Kilham.

Key Stage 2 - Reaction events at Beverley Minster or Bridlington Priory.

York Minster as the mother church of the diocese.

York Mosque and Islamic Centre.

Buddhist Madhyamaka Kadampa Meditation Centre at Kilnwick Percy.

The RE subject leader supports class teachers to organise these educational visits.

Opportunities are also supported to ask visitors into school to talk to the children about their beliefs. This includes local Christians and others of differing beliefs.

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 pupil's 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 schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the East Riding Agreed Syllabus
- 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.
- 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.

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. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to share a copy of the planning for RE with the subject leader each term.

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 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 when possible.

Resources

We are developing a range of resources to support our RE teaching. This includes boxes of artefacts from different religions; books for children on a dedicated book shelf in the school library and materials for teachers to use. The school makes use of materials produced by SACRE on-line. Where funds allow, visits to different places of worship and INSET for staff will be made available. Staff are given opportunities to familiarise themselves with materials required to deliver RE, including signposting to on-line resources by the RE subject leader.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

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.

We note the Human Right of parents to withdraw their children from RE. The school complies 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. Anyone wishing to withdraw their child would discuss this with the Head teacher before making this decision.

Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Date of validation – 15th October 2019

Signed..... Chair of
Governors

Date of review – 15th October 2022

Signed..... Chair of Governors