

Religious Education Policy 2017-18



Rationale

At **Keighley St Andrew's Church of England Voluntary Aided Primary School and Nursery**, Religious Education is taught in accordance with the Dioceses of Leeds & York Syllabus and reflects the distinctive and inclusive ethos of our Anglican foundation. The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief

Aims and purposes

This principal aim incorporates the following aims of Religious Education in Church schools:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values. Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:
 - Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
 - Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
 - Engage in meaningful and informed dialogue with those of other faiths and none.
 - Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

The syllabus is underpinned by three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs

- Making sense of beliefs

Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation

- Understanding the impact

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

- Making connections

Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

These elements set the context for open exploration of religions and beliefs. They offer a structure through which pupils can encounter diverse religious traditions, alongside non-religious worldviews, presenting a broad and flexible strategy that allows for different traditions to be treated with integrity.

Religious Education and the Law

- Every pupil has an entitlement to Religious Education.
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England (unless withdrawn by their parents).
- The 'basic' school curriculum includes the National Curriculum, RE and Sex Education. In Church schools RE has the status of a core subject.
- In a Voluntary Aided Church of England school, governors are ultimately responsible for the subject and they must ensure that their Religious Education syllabus and provision is in accordance with 'the rites, practices and beliefs of the Church of England' collective worship.
- Collective Worship is separate from RE and may not be counted as curriculum time for RE or any other subject.

Leadership

RE is a core subject in a Church of England school. It should be a priority in church schools to build up the expertise of all those who lead and teach RE. Opportunities should be taken to provide access to specialist training and support from the diocese and other subject experts for all involved in RE. RE should have equal status with other core subjects in staffing, responsibility and resourcing.

The Headteacher will:

- set high expectations and monitor teaching and progress
- support the co-ordinator and teachers.

Governors will:

- in consultation with the headteacher, be responsible for ensuring the school meets its requirements in the delivery of Religious Education
- be well informed through the leadership of the headteacher or subject coordinator
- monitor and review progress in the subject.

The Co-ordinator will:

- offer support to teachers in planning and assessment
- work alongside the headteacher in the monitoring and evaluating of teaching and progress.

Curriculum time

In order to deliver the aims and expected standards of the syllabus, the Diocesan Boards for Leeds and York recommend close to 10% of curriculum time to be used for RE. In practice this means

Age	Stage	Time allocation per week
4-5	EYFS	50 minutes per week or part of continuous provision
5-7	KS1	1 hour per week or equivalent across the year
7-11	KS2	1hour 15 minutes per week or equivalent across the year

RE can be delivered in flexible ways and need not be confined to a lesson per week. Further opportunities should be sought to develop RE in the curriculum for example through RE days, RE weeks, visits and other projects.

Religions and Beliefs to be studied

This is the minimum entitlement.

Age	Stage	Religions/Beliefs
4-5	EYFS	Children should encounter Christianity and other religions and beliefs represented in the local area.
5-7	KS1	Christianity for approximately two thirds of study time plus either Islam or Judaism Pupils may also learn from other religions and non-religious worldviews in thematic units.
7-11	KS2	Christianity for approximately two thirds of study time plus either Islam or Judaism and either Hinduism or Sikhism. Pupils may also learn from other religions and non-religious worldviews in thematic units.

Teachers and pupils should recognise that RE explores living faith traditions, and that there is diversity within the same religions as well as between different religions.

- *Understanding Christianity* should be used to deliver the core teaching and learning about Christianity.
- RE should be inclusive of both religious and non-religious worldviews.

Religious Education in the nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands on activities and learning are an important part of pupils' learning at this stage.

Planning and Assessment

Planning will be an essential aspect of teachers work in RE. All teachers will need to plan what they will teach and how they will teach it in accordance with the objectives in the agreed schemes of work.

Assessment is an integral and on-going part of teaching and learning. Teachers make assessments at the end of each term to monitor progress and enhance further teaching and learning.

Teaching and Learning

A wide range of teaching and learning strategies are used giving pupils the opportunity to:

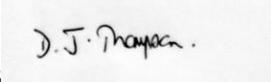
- link current learning to previous learning to build on prior knowledge, strengths and abilities.
- be actively involved through a range of relevant activities.
- reflect, apply, respond and evaluate ideas, beliefs, values and practices.
- be creative and express themselves through a variety of media.
- engage both heart and mind through reflection and questioning.
- engage with real life situations, stories, opinions and teachings which raise questions of meaning and purpose.
- explore issues and reflect on them in relation to the insights of world faiths
- develop emotional attitudes including respect, sensitivity and open-mindedness.

Recording and Reporting

Achievement in RE is reported to parents/carers in the same manner as other core subjects in the curriculum

Date agreed by Governors: 20TH September 2017

Signed: Chair of Governors
Reviewed Annually



D.J. Probyn.