



Ivegill  
C • E SCHOOL

# Ivegill CE Primary School

Religious Education Policy

September 2024

## Our vision for Religious Education (RE)

At this school, RE expresses and strengthens our vision, ethos and values that are at the heart of what we aim to do in every aspect of school life that offers human flourishing for all. The importance placed on the development of the whole child spiritually, morally, socially, culturally (SMSC) and intellectually is reflected in the RE curriculum.

In Ivegill Church of England School where pupils and staff come from different faiths and none, RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. There is *'a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'*, Statement of Entitlement 2019.

The school provides a RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to 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 studied. We aim to provide suitable learning opportunities that match the needs of all children. This includes providing relevant support, adapted activities and using a range of teaching and learning styles within lessons.

Pupils are encouraged to know about, understand and respond to the ultimate questions of life and ethical issues. Our curriculum inspires pupils to explore, develop and affirm their own faith/worldviews and values whilst having respect for the faith, beliefs and values of others. We are committed to education for wisdom, hope, community and dignity.

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion;
- Key beliefs and teachings, practices;
- Impact on the lives of believers and communities;
- Different ways of expressing beliefs, teachings and practices;
- Developing pupil skills of interpretation, analysis and explanation in relation to religion;
- Pupils' communication of their knowledge and understanding using specialist vocabulary;
- Pupils reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment; and
- Development of religious literacy.

As a Voluntary Aided School, The Governing Body as a whole is responsible for determining the nature of Religious Education provided in this school. RE is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England.

## Aims

In keeping with the expectations set out in the Statement of Entitlement, the aims of RE **in this school** are:

1. To enable 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.

2. To enable pupils to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
3. To facilitate pupils' engagement with challenging questions of meaning and purpose raised by human existence and experience.
4. To enable pupils 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.
5. To encourage pupils to explore their own religious, spiritual and philosophical ways through living, believing and thinking.

Appropriate to 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 world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Statement of Entitlement: The Church of England Education Office 2016

This can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

## Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is given priority by leaders, including governors, 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;
- 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;
- provides meaningful and informed dialogue with a range of religions of worldviews;
- reflects a good balance between the disciplines of theology, human science and philosophy;
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is diverse;

- 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;
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs;
- is adapted to ensure **all** pupils make progress and flourish.

**Religious Education in Church Schools should also help pupils to:**

- learn *about* all faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

**Religious Education in Church Schools should help pupils to:**

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

**Religious Education in Church Schools should enable:**

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from all faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

We have adopted the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019.

There are clear learning outcomes for all units of work, based on the appropriately high expectations we have for all our pupils. Our RE curriculum is sequential and builds on prior learning which ensures that there is continuity and progression for all pupils as they move through the school.

## Curriculum balance and time

Reflecting the school's trust deed pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4. All children at Ivegill receive at least 1 hour of RE teaching a week. For EYFS some of this time is included in continuous provision.

At Ivegill, curriculum time equates to 70% for the study of Christianity and 30% for the study of World Faith/Views.

In this school the faiths/worldviews taught in RE are:

Christianity and two major World Faiths at KS1 and that this study continues into KS2 with the addition of one more World Faith.

- in KS1, Christianity and Judaism/Islam; and
- in KS2, Christianity and Judaism/Islam/Hinduism

Where appropriate pupils will also encounter other faiths and views but not in depth. This will mean that by the end of their time at Primary school pupils will have good knowledge and understanding of Christianity and three major World Faiths and will have encountered aspects of all major World Faiths where appropriate.

A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship and other places of interest.

Allocated curriculum time is only ever spent on RE related learning. Collective worship is timetabled separately.

## **Spiritual, Moral, Social and Cultural Development (SMSC) / British Values**

- RE is a key opportunity to develop morally, spiritually, socially and culturally. We invite pupils to reflect on their personal responses to issues and consider respectfully those of others.
- We encourage pupils to consider the answers offered by faith and other groups to questions of meaning and purpose and to problems within societies as well as their own experiences.
- RE also strongly supports the school's citizenship work by introducing pupils to the significance of belonging to a community, diversity within communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice. This includes work on the British Values of *democracy, the rule of law, individual liberty, and respect*.

## **Health and Safety**

Health and safety issues may arise in RE 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.

## Curriculum planning in Religious Education

We have long term plans in place. EYFS have a one-year programme, whereas in KS1 and KS2 they have their own 2 year rolling programme.

Medium term planning is produced using the Questful resource from the Diocese of Blackburn.

Short term planning is flexible on a week to week basis to meet the needs of the children and allowing for their enquiry questions to be included in the learning.

## Recording, Feedback and Assessment

Assessment in Religious Education (RE) at Ivegill is designed to provide a comprehensive understanding of pupils' learning and progress. We utilise a variety of methods to gather evidence, ensuring that assessment is ongoing, formative, and summative.

**Questful Maps (KS1 and KS2):** These interactive tools provide a structured framework for pupils to explore and demonstrate their understanding of key RE concepts. Questful Maps are used to track progress and identify areas for further development.

**Unit Expectations:** Each unit in the RE curriculum has specific learning objectives. Pupils' work is assessed against these expectations to measure their achievement and identify areas for improvement.

### Record Keeping:

**Scrapbooks:** Scrapbooks are used to document their learning experiences and are separate to their class books, including discussions and a collation of ideas, reflections, and evidence at a whole class level.

**Individual Child Books:** In addition to scrapbooks, individual child books are used to record their work documenting their progress over time.

**EYFS Assessment:** For Early Years Foundation Stage (EYFS) pupils, a whole-class Questful Map is used in conjunction with scrapbooks to assess their learning and development in RE.

## Leadership & Management

The teaching, assessment and resourcing of RE is managed by the RE subject leader (in collaboration with leaders) to ensure that statutory requirements and those set in the Statement of Entitlement are met.

The RE subject leader will:

- will support and regularly monitor the subject across the school for its strengths and areas for development in line with SIAMS and Ofsted guidance about self-evaluation;
- undertake relevant and regular CPD to keep their subject knowledge and expertise up to date, and to ensure that staff receive appropriate training for the teaching and assessment of RE;
- report regularly to the governing body so that everyone has an overview about progress and outcomes in RE; and
- ensure that RE provision reflects diocesan advice and recommendations.

## Inclusion

We provide effective and diverse learning opportunities for all pupils. A broad and balanced curriculum will be provided for ALL children through setting suitable learning challenges and responding to pupil's individual needs which may include silent debate, hot seating, cooking, role-play, handling artefacts to ensure a range of learning styles are considered. Communication with the SEND Co-ordinator facilitates this provision.

## Withdrawal

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. As this subject is central to the life and identity of Ivegill Church of England School, we ask parents to discuss with the head teacher any reasons they might have for doing this. We aim to provide a quality RE curriculum that can be sensitively and appropriately taught to all pupils, by all staff. We ask that requests for full or partial withdrawal from RE should be made in writing to the headteacher.

There will be a review of this policy every 2 years. Its impact will be monitored by the RE leader, together with the headteacher and governors. This will include discussions with pupils, other members of staff, observing teaching and pupil book studies.

**Date of policy:** 30<sup>th</sup> September 2024

**Review date:** October 2026

Signed: *M. Trickett*