



St Peter's is a warm, caring and inclusive school where everyone feels valued and can grow in confidence and faith. In this supportive community, children are encouraged to develop enquiring minds, a lifelong love of learning and a respect for other people and cultures. We are led by our core Christian values of Community, Compassion, Truth, Trust, Friendship and Endurance in everything we do, learn and say.

Be sympathetic, love one another, be compassionate and humble

1 Peter 3:8

Religious Education Policy **February 2021**

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an 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 religious traditions (and worldviews) and for the religious freedom of each person. (Religious Education Statement of Entitlement February 2019) It also enables us to put our vision for an inclusive, supportive community where children develop enquiring minds, a lifelong love of learning and a respect for other people and cultures into action.

This 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..... and will be reviewed on..... (Feb 2023?) [guidance: every three years]

Introduction

At St Peter's Brafferton CE (VA) Primary school, pupils and their families can 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 Diocese of York and Leeds Agreed Syllabus. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through 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. Links with 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

St Peter's Brafferton is a Church of England Voluntary Aided School; therefore the provision of RE must be in accordance with the Trust Deed of the School. RE is a core 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 core 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* (*Religious Literacy: Helping children and young people hold balanced and wellinformed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)
- 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

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

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through

locally agreed Diocese of York and Leeds syllabus, and take into account the need to offer breadth of content.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

We use as a basis for our planning the Diocese of York and Leeds Scheme of Work. As a source of ideas and teaching strategies we also make use of Understanding Christianity, and a range of artefacts and other resources as appropriate to the subject matter. Resources to support teaching and learning across the RE curriculum are available in classrooms and the resources room in school.

Curriculum balance and time

Reflecting the school's trust deed, parents and pupils are entitled to expect that, Christianity is the majority religion studied in each year group and should be at least 50% of RE curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is committed to the delivery of RE St Peter's Brafferton CE (VA) Primary School. This should aim to be close to 10% but must be no less than 5% in key stages 1-4. At St Peter's Brafferton CE (VA) Primary School, we will provide RE for 36 hours per year, or 50 minutes per week, in the Reception Year of Foundation Stage, 36 hours a year or 60 minutes per week in KS1 and 45 hours a year or 75 minutes per week in KS2.

At St Peter's Brafferton CE (VA) Primary School, RE is taught as a lesson each week for KS1 and KS2. For EYFS children it is addressed through Personal, Social, Emotional Development and Understanding of the World with activities in the Areas of Provision.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in according to the Diocese of York and Leeds Agreed Syllabus. Due to the nature of our school, RE is taught in a two year rolling programme. In accordance with the structure of the Diocesan Syllabus, 2/3 of the RE curriculum is focused on learning about Christianity. We have agreed that:

At EYFS and KS 1 pupils study Christianity and Judaism
 At LKS2 pupils study Christianity and Sikhism
 At UKS2 pupils study Christianity and Islam

Teaching and learning about Christianity will encompass three elements: Making sense of beliefs, Making connections and Understanding the impact. This allows for overlap between elements as suits the religion, concept and question being explored. The three elements provide a route through the study units matched by the accompanying Christian teaching resource 'Understanding Christianity'. At St Peter's Brafferton CE (VA) Primary School we use 'Understanding Christianity' as a complete resource for teaching Christianity in a spiral approach. It focuses on 8 themes that are introduced and developed through the Primary school years (and beyond into Secondary education.)

Foundation Stage- Creation (God), Incarnation, Salvation

KS1- God, Creation, Incarnation, Gospel, Salvation

Lower KS2 - Creation/Fall, People of God, Incarnation/God, Gospel, Salvation, Kingdom of God

Upper KS2- God, Creation/Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God

Learning Objectives:

Early Years Foundation Stage-

In the EYFS children's learning in RE will make a variety of contributions to the seven areas of learning in the EYFS: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Learning through RE also supports the characteristics of effective learning, which move through all areas of learning in the EYFS: playing and exploring, active learning, creating and thinking critically and enable children opportunities to work towards the early learning goals. Through their learning in RE by the end of EYFS, children will have particular opportunities to:

- Respond to different experiences, showing a range of feelings where appropriate

- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- Begin to know about their own cultures and beliefs and those of other people
- Have a developing respect for their own cultures and beliefs and those of other people

Key Stage 1-

By the end of KS1, pupils will increasingly have opportunities to:

- Learn about Christianity and one other principal religion in depth
- Encounter some special events, places, people and objects connected with the religions studied
- Listen and talk about some stories from religious traditions and begin to identify similarities and differences
- Reflect on and talk about puzzling questions which arise from their study of religions, their own experiences and their encounters with the natural world
- Think about themselves, their feelings and their relationships with others and begin to develop positive attitudes to diversity and difference, giving careful consideration to the views of others

Key Stage 2-

By the end of KS2, pupils will increasingly have opportunities to:

- Learn about and develop their knowledge and understanding of Christianity and two other principal religions in depth
- Encounter key events, places, people and objects connected with the religions studied and discuss their purpose and functions
- Consider the meaning of symbols, stories and festivals for members of faith communities
- Explore questions of meaning and mystery and use times of stillness to work out their response to these
- Evaluate different points of view and show sensitivity to those whose belief differ from their own
- Relate their work in RE to other areas of the curriculum and their developing knowledge of the world around them

Appropriate to age at the end of their education in Church schools, our 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 other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

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. In accordance with our vision statement, our curriculum has been designed so that all elements of our pupils' social, moral, spiritual and cultural development is led by our core Christian values.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the

concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Visits and visitors

We are able to visit places of worship in our local area and our region, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and / or participate in the visit of a representative to their RE class. The RE subject leader supports class teachers to organise these educational visits.

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.

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 Diocese of York and Leeds RE 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

Arrangements for monitoring standards of teaching and learning in RE

The RE subject leader, alongside the Headteacher and Governing Body, will monitor standards of teaching and learning in RE within the school through analysis of this assessment data, observations of lessons, book scrutiny and pupil interviews.

The RE subject leader is responsible for contributing to the Church school self-evaluation process about the quality of teaching and learning in RE alongside the Headteacher and the Governing Body.

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 Role of the RE subject leader
- 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 any 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.

In partnership, the headteacher and the Governing body have responsibility for:

- The strategic oversight of Religious Education in the school
- Ensuring that provision and resources are available for RE in accordance with the Trust Deed
- Contributing to and supporting Religious Education as a core subject of the school
- Contributing to and supporting the implementation of the policy and curriculum for Religious Education
- Ensuring that the policy and curriculum for Religious Education prepares pupils with a religious understanding and sensitivity to take their place in the world
- Having a critical approach in order to ensure the highest possible standards in teaching and learning in Religious Education
- Ensuring that the curriculum for RE is inclusive and reflects breadth and depth
- Ensuring that the curriculum time and staffing meet the requirements of this chosen syllabus

As well as fulfilling their legal obligations, the Governing Body and Headteacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE.

The right of Withdrawal from RE

Legal Requirements Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28) 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 classes or play groups.

At St Peter's Brafferton CE (VA) Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. 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 such as history or citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at our school.

Monitored by: Full Governing Body

Date adopted: February 2021

Next review: February 2022

Review Cycle: Annual