



Hartwell Primary School

Religious Education (RE) Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

1. Statement of Intent

“Religious Education in a Church School 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 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”. (*Taken from the Statement of Entitlement – Church of England Education Office 2019*).

2. Aims and Purpose

The principal aim for RE is **“to enable pupils to hold balanced and informed conversations about religion and belief”**.

This principal aim incorporates the following aims of RE in Church Schools as taken from the “Statement of Entitlement 2019”. For 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;
- gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied;
- engage with challenging questions of meaning and purpose raised by human existence and experience;
- 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;
- explore their own religious, spiritual and philosophical ways of living, believing and thinking.

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.

3. Legal Framework

Religious Education (RE) within the Trust is provided in line with legal requirements. These are that:

- the basic curriculum will include provision for RE for all pupils at our school;
- the content of RE shall reflect the fact that “Religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain” (as set out in section 375 (3) of the Education Act 1996 and the School Standards and Framework Act 1998);
- the RE which is provided in our academies shall be in accordance with the Diocese of Peterborough Syllabus for Religious Education
- the RE curriculum will take account of the Church of England “Statement of Entitlement for RE” 2019

4. Right of Withdrawal

In keeping with the law, parents / carers may withdraw their children from RE provided they give written notification to the headteacher.

Staff always refer to the Subject Leader or headteacher any questions from parents / carers about withdrawals.

RE does not seek to urge religious beliefs on children or staff, or to compromise the integrity of their own beliefs by promoting one religion over another.

We hope that all parents/carers and teachers feel comfortable with the RE being taught at our school and we encourage the participation of all.

5. Equal Opportunities

The teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities, regardless of their religious beliefs, gender, race, ability, social background or physical capacity.

Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials and experiences, in order to reflect the cultural diversities of our society.

6. Literacy

RE embeds skills of literacy in a variety of ways. For example, speaking and listening skills, drama conventions, reading different texts and writing in different genres.

7. PSHE

RE looks at moral codes and values that underpin people's behaviour. It promotes values and attitudes that develop respect and sensitivity for others and enables discussion of a range of views, opinions and beliefs, which help to prepare pupils to become valuable citizens in a culturally diverse society. (Further details about the development of attitudes can be found in Section E3 of the Diocese of Peterborough RE Syllabus).

We try to ensure that we have visitors from different Faith and Worldview Communities and cultural backgrounds.

Visits to places of worship, both within the immediate community and the wider community are planned into the RE Programme of Study where possible. This helps to develop community cohesion through Religious Education.

8. Spiritual, Moral, Social and Cultural Development

RE plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to their social and cultural development. This is outlined in detail in Section E1 of the Diocese of Peterborough RE Syllabus.

9. British Values

RE can make a key educational contribution to pupils' exploration of British Values and excellent teaching of RE can enable pupils to think for themselves about them. Further details can be found in Section E2 of the Diocese of Peterborough RE Syllabus.

10. RE and Collective Worship

RE is different in nature to both Worship and Assembly. The aims and objectives of RE are different and distinct from those of Collective Worship. Collective Worship may not be counted as RE curriculum time.

11. National and Local Context

In Church of England schools children and their families can expect an RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith through the “Understanding Christianity” resource, which forms part of the Diocese of Peterborough RE Syllabus that we follow.

We provide a range of opportunities for learners to make links between beliefs, practices and value systems of the range of faiths and worldviews studied. Our teaching and learning pedagogy uses an enquiry-based approach that engages with text and beliefs and helps to develop religious and theological literacy.

12. Time Allocation

In order to deliver the aims and expected standards of the syllabus, there is a minimum allocation of curriculum time for RE based upon the law and the *Statement of Entitlement* from the Church of England Education Office.

Schools should be teaching RE, for no less than 5% of the timetable.

13. Subject Leadership

RE is a core subject in all Church of England schools. RE has equal status with other core subjects in staffing, responsibility and resourcing.

The Subject Leader for RE has the following role:

Policy, knowledge and development

- Devises a whole school plan and Schemes of Work which cater for progression;
- Decides which religions are to be included at which key stage;
- Ensures that curriculum time is sufficient;
- Devises appropriate procedures for planning, assessment, recording and reporting children’s work in line with whole school policy;
- Ensures that SEN, EAL and equality policies are promoted in RE;
- Promotes RE with staff, pupils, parents/carers and governors;
- Promotes displays of pupils’ work in RE;
- Audits available resources, buys new ones and deploys appropriately;
- Keeps up-to-date with local and national developments.

Monitoring

- Reviews, monitors and evaluates the provision and the practice of RE;
- Identifies trends, makes comparisons and knows about different groups within the academy;
- Monitors planning, checking for clarity of outcomes and aspects of differentiation;
- Provides observation feedback and reports on findings;
- Samples children’s work;
- Evaluates outcomes for pupils in RE for progress and attainment;
- Sets overall academy targets for improvement.

Supporting and Advising

- Prepares a subject action plan, including short and long-term targets , which builds on existing practice and strives for continuous improvement;
- Leads curriculum development and ensures staff development through courses, in-house meetings and training;
- Keeps up-to-date with new developments and resources, including accessing the Diocese of Peterborough termly RE Newsletter;
- Supports non-specialist teachers and staff;
- Works alongside colleagues to demonstrate good practice;
- Prepares statements about RE for parents/carers and governors, as required;
- Ensures parents/carers and children are involved in the process.

14. Teaching and Learning

The Diocese of Peterborough RE Syllabus is designed to support schools / academies in developing and delivering excellence in RE. It sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs.

The Syllabus is underpinned by three core elements (Text / Beliefs, Impact and Connections) which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, thus supporting the aims of RE. Further details are found in Section A3 of the Diocese of Peterborough RE Syllabus.

It is important that the full range and scope of RE activities and learning experiences give all children access to high levels of attainment. For example, children should have the opportunity in RE should be appropriately challenged by:

- Using a variety of challenging questioning strategies to explore religious phenomena;
- Setting extension tasks to encourage greater depth of understanding;
- Using authentic materials from a faith;
- Focusing on interpretation of symbol, metaphor, text and story and the ways in which these stimulate reflection on meaning and discernment;
- Challenging and developing use of spoken and written religious language with both sacred texts and general literature;
- Teaching pupils correct terminology and language needed to handle sophisticated religious, spiritual, ethical and philosophical questions ideas and materials;
- Using questions and tasks to stimulate responses through debate, analysis and prediction;
- Encouraging children to make connections between their work in RE and other subjects.

15. Special Educational Needs

RE contributes towards the SEND policy by ensuring that pupils with learning difficulties are able to:

- Develop their self–confidence and awareness;
- Understand the world they live in as individuals and as members of groups;
- Bring their own experiences and understanding of life into the classroom;
- Develop positive attitudes towards others, respecting their beliefs and experience;
- Reflect on, and consider, their own values and those of others;
- Deal with issues that form the basis for personal choices and behaviour.

Access to RE for pupils with SEND can be improved by:

- Using sensory materials and resources through sight, touch, sound, taste or smell, for example, music, tactile artefacts, plants in a sensory garden;
- Giving pupils first hand experiences, for example, visitors to the school, visits to religious buildings, involvement in festivals and special times;
- Organising a range of activities to give personal experiences, for example, dance, drama, visits to a range of environments;
- Helping pupils to understand and appreciate their world and its diversity;
- Using a range of resources, for example, interactive/sensory stimuli, ICT, to increase pupils' knowledge of religions and the elements in them;
- Using specialist aids and equipment;
- Providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves;
- Adapting tasks or environments and providing alternative activities where necessary, for example, tactile story books, puppets, role-play, music making, presenting work as a painting instead of writing;
- Being aware of the pace at which pupils work and of the physical and mental effort required;
- Balancing consistency and challenge, according to individual needs.

16. Assessment

In line with the requirements of the Diocese of Peterborough RE Syllabus, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all areas of the curriculum.

The expectation is that pupils' achievements will be assessed by teachers using the criteria arising from the Programmes of Study.

Outcomes can be found in Section D of the Diocese of Peterborough RE Syllabus.

17. Monitoring, Evaluation and Review

This policy is reviewed annually or when there is a change in policy or procedure. This policy is reviewed by the RE Subject Leader.

18. Self-Evaluation, RE and Inspection

The Subject Leader will maintain an active awareness of the strengths and weaknesses of the subject, in line with guidance about self-evaluation and review.