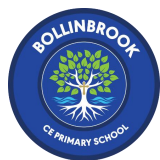


RELIGIOUS EDUCATION POLICY

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 1v3



Bollinbrook CE Primary School Religious Education Policy

Recommended by	Olivia Corker
Approved by	L Le Marinel
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Legal Status	

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	June 2022	July 2022	O Corker	Review
3	January 2025	January 2025	L.Le Marinel	Policy update



Mission Statement

... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3

At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

POLICY FOR RELIGIOUS EDUCATION (RE)

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 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.'

A Statement of Entitlement 2019

'Questful RE provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Offering pupils authentic encounters with living faith communities Questful RE equips them with religious literacy and diversity dexterity. We believe that quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child's heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child.'

Questful RE

THE IMPORTANCE OF RE AT BOLLINBROOK

RE has a high profile within our Church school curriculum. It provides pupils with a safe space to explore and reflect on their own personal beliefs and viewpoints and those of others. It helps to develop skills such as investigation, empathy, reflection, interpretation, enquiry and analysis. As a Church of England Primary School, and in-line with statutory guidelines, the majority of work in RE is based on developing a deep understanding of Christianity as a diverse global religion. Alongside this, pupils learn about a range of religions and worldviews, including non-religious viewpoints. This helps pupils to see similarities and differences across a range of religions and worldviews and promotes a sense of respect for others.



INTENT

Through RE, we intend to equip each child with the ability to question and reason, supporting them to develop their own value system, to make responsible, reasoned decisions on spiritual and moral matters, and to adopt a sensitive, tolerant view of beliefs which may differ from their own.

RE contributes to the outworking of our Christian vision and associated values by allowing pupils to explore big questions together in a safe and supportive environment. As a Church school, we aim to develop a link with our local church and diocese which further develops children's understanding of our local community.

IMPLEMENTATION

RE at Bollinbrook is taught from a two-year sequential and thematic rolling programme of units, so that children can achieve depth and balance in their learning. A 'key question' is used as the driver for each unit of study. Units have been organised to ensure sequential learning and progression across topics throughout year groups and across the school. Consideration is given to how to challenge pupils as well as how pupils will be supported where necessary. Pupils record their work in an RE book and / or a class floor book. The local area, and in particular, links with our church and community, visitors and visits to places of worship are used to enhance the teaching of RE throughout school.

IMPACT

At Bollinbrook, we seek to ensure that all children in our school develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular Christian worship, celebrations of work along with RE displays help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.

LEGAL REQUIREMENTS

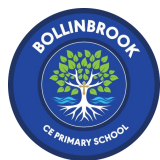
RE at Bollinbrook is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Board have adopted the Questful RE Planning Syllabus. This is supplemented by material from Understanding Christianity and other resources where appropriate. This fulfils all legal requirements and meets the RE Statement of Entitlement which states 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 and 2.

WITHDRAWAL FROM RE

Parents / carers have a legal right to withdraw their child from RE. We would ask any parent / carer considering this to contact the headteacher to discuss their concerns.



TEACHING AND LEARNING

Our curriculum has been sequenced in a way that supports and enables progress and deeper understanding. There are opportunities for pupils to explore texts, beliefs, rituals and practices across a range of world religions and non-religious viewpoints.

We use an enquiry-based approach to encourage children to ask and answer questions about Christianity and other world religions. We support children to enquire, analyse, interpret, evaluate and reflect. Children are encouraged to consider their relationships with themselves, with others, with the world around them and where appropriate, with God. Children learn about different viewpoints*, including non-religious viewpoints. They are encouraged to develop their own personal viewpoint.

****A viewpoint refers to a person's way of understanding, experiencing, and responding to the world. Statement of Entitlement 2019***

Children engage in a wide range of activities which include written work, discussion, debate and creative activities such as artwork or music.

THE THREE TYPES OF KNOWLEDGE IN RE

Substantive	Disciplinary	Personal
Subject content which is clearly organised throughout the curriculum.	The 'ways of knowing' – how pupils engage with the subject content.	Pupils becoming more aware of their own worldviews.

PLANNING

Our curriculum planning is based on a two-year, thematic and sequential rolling programme. These link where possible to our Christian values. We use the Questful RE Planning Syllabus.

'Questful RE promotes the explicit teaching of Christian concepts and God's big salvation story, therefore the content of this syllabus gives pupils a deeper understanding of Christianity. Through an open investigative enquiry approach pupils are given the opportunity to explore major religions and world views. The large number of questions included in each unit is a key feature of the syllabus. As pupils explore these questions, they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. They have all the elements you will find in most of the Units, including a link to world faiths, a dive deeper section, which can be used to challenge pupils further, and a section with resources for teachers.'

We supplement Questful units with material from Understanding Christianity and where applicable other resources, such as RE Today.

Early Years Foundation Stage (EYFS)

In addition to the Questful RE Syllabus and Chester Diocese guidelines, EYFS uses the Early Years Foundation Stage Framework to plan for RE through the three prime areas, namely communication and language, physical development and personal, social and emotional development and four specific areas of learning, namely literacy, mathematics, understanding of the world and expressive arts and design. All areas are delivered through a balance of adult led



and child-initiated activities. Little recording is undertaken at this stage but there may be photographic evidence of children's work or notes made by the teacher.

Children are given opportunities to talk about past and present events in their own lives and those of their family. They learn that other children don't always enjoy the same things and are encouraged to be sensitive to this. They learn about similarities and differences between themselves and others, and among families, communities and traditions. By incorporating all the areas, specific and prime areas of learning means that we do not look at anything in isolation but consider Christian values throughout all our activities and discussions.

RELIGION AND WORLDVIEWS

Pupils are supported to systematically build disciplinary and personal knowledge by focusing on fewer religions and worldviews. Teaching focuses on the lived reality of people who follow that religious or non-religious viewpoint. Stereotypes and generalisations are avoided. This supports children to understand that different people may hold different viewpoints or follow different traditions even though they belong to the same religion.

KEY STAGE ONE (KS1)

As well as learning about different religions, children also develop their ability to respond to what they have learnt. They are encouraged to develop their own personal viewpoint.

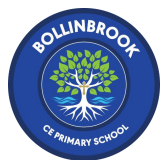
KEY STAGE TWO (KS2)

In KS2, children learn about Christianity and a range of religions and worldviews and how these religions influence individuals, communities, society and the world. As well as learning about religions, children also develop their ability to respond to what they have learnt. They are encouraged to develop their own personal viewpoint.

A variety of strategies are employed in teaching RE throughout school:

- Using the Bible and other religious texts as a resource.
- Providing opportunities for hearing and reading stories from some of the principal religions.
- Introducing children to some of the ways in which people mark important events through festivals and celebrations.
- Exploring some important aspects of religion through artefacts.
- Visiting places of religious significance, e.g., St. Michael's Church and other places of worship.
- Visitors to school representing Christianity and different world religions and viewpoints.
- Using resources further afield (e.g., Manchester, Liverpool) to visit places of worship and visit museums.
- Looking at the lives of contemporary significant religious people.
- Providing opportunities for personal reflection and the development of personal viewpoints and values.
- Introducing children to some of the ways in which religious belief is expressed, e.g., in literature, art, music, architecture.
- Using a wide range of creative teaching methods, including art and music.





ASSESSMENT, MARKING AND ADAPTATION

We assess the children's work in RE in a variety of ways. This may be against knowledge and skills covered in individual lessons or against key questions at the end of a unit. Informal and formal judgements are made as we observe the children during lessons. Work may be adapted to suit the needs of individuals. Due to the nature of the subject work may also be discussion based. Next steps should be planned for by the teacher and through discussion with the individual child. Children's work is marked according to the school marking policy with a focus on next steps for development. In terms of spelling corrections, the focus should be on religious words. Where appropriate, children should be provided with feedback which celebrates their achievements. Feedback to parents/ carers is undertaken through termly meetings and through the annual school written report.

SPECIAL EDUCATIONAL NEEDS

Children with Special Education Needs participate fully within the classroom. They are also given extra support provided by the SENCO or by the teaching assistants. They include: -

- 'Quality First' teaching in the classroom.
- children with difficulties in learning to read, write and spell, are given extra learning experiences with an adult.
- Children for whom English is a second language will be catered for appropriately.
- Children who have a particular flair for or deeper understanding of RE are extended through the use of a wide variety of materials and projects to encourage deeper learning of their curriculum

RESOURCES

RE resources are stored centrally. All classrooms have a Prayer Space / Reflective Area with an RE display. EYFS children are presented with a Bible story book at our Welcome service in September. Year 6 children are presented with a Bible as a leaving gift in July.

THE SUBJECT LEADER AND MONITORING

The headteacher has overall responsibility for the monitoring and evaluation of RE. The headteacher supports the subject leader where appropriate. Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE leader/s. This includes book looks, planning scrutiny, lesson observations and pupil voice. The work of the RE leader/s also involves supporting colleagues in the planning and teaching of RE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The RE leader/s are responsible for drawing up an annual Action Plan. This will be informed by monitoring and evaluation activities. The RE leader/s takes the lead in policy development and the introduction of schemes of work designed to ensure progression and continuity in RE throughout the school. The RE leader/s takes responsibility for the purchase and organisation of resources.



CONTINUOUS PROFESSION DEVELOPMENT (CPD)

The Statement of Entitlement states that:

‘Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism.’

As such, continuous professional development takes high priority. This may be delivered in-house or supported by experts, including training from Chester Diocese. The school is part of the Family of Schools and as such can access regular support from the Diocesan Advisor. The subject leader is encouraged to develop their own subject knowledge through continuous professional development and to cascade this information to other staff and governors. Staff meetings are held to discuss the RE curriculum and ensure consistency of long-term, medium-term and short-term plans.

EQUAL OPPORTUNITIES

Within RE, the curriculum is designed and monitored to give maximum opportunities to all children in school and to have regard for the progress and attainment of each individual child at any given time. The RE curriculum is accessible to all children. All children are encouraged to take part in all activities. The school strives to ensure that the culture and ethos of the school is one in which everyone is equally valued and treats one another with respect. This school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated equally and with respect.

