



## Religious Education Policy

*Learning holistically through God's unconditional love*

Date: September 2023

Signed: Headteacher

Signed: Chair of Directors

## **Introduction**

At St Eanswythe's Church of England Primary Academy, pupils and their families can expect a high quality religious education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum and fully upheld through our school's vision. 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. Using the Kent Agreed Syllabus we learn about other religions and world views, fostering respect for them. Links with our Christian values and 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.

## **Vision**

We radiate God's unconditional love by being accepting, inclusive and supportive. Everyone is nurtured, enabling them to reach their full potential as caring, confident members of both the school family and global community. All are educated holistically through a variety of enjoyable academic, creative, physical and spiritual experiences.

## **Aims**

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this as part of school's enabling vision St Eanswythe's aims

- To nurture pupils own personal faith/commitment with a clear ethos of respect for those children of the differing faiths.
- To enable pupils to know and understand about other major world religions and world views, 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.
- To enable pupils to have a deeper understanding of our school vision and God's unconditional love.

## **Objectives**

As stated in the Church of England Religious Education Statement of Entitlement, the following objectives are age appropriate at the end of our pupils' education in school. 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 other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Ensure that we take a holistic approach to religion so that the pupils are indeed enabled through understanding to be confident global citizens.

## **Content and approach**

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality and enjoyable teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views

as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Ask and discuss 'big' questions.
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits - including trips to our church, Canterbury and London Cathedrals and visits to our local Mosque.
- Visitors from a wide range of faiths who come and share their rituals and culture.
- Artwork.
- Outdoor learning.
- Time for reflection.
- Exploring the Bible through Godly Play
- Enjoyment - making lessons fun to instil a sense of wonder.

### **Differentiation and Special Educational Needs**

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. In line with our vision which teaches unconditional love, all pupils' contributions are valued in RE as they draw on their own experiences and beliefs; this shows them God's unconditional love. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. We also ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

### **Equal Opportunities**

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks 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. All questions, views, and opinions will be treated with sensitivity and respect. This exemplifies our vision about God loving us unconditionally and our bible verse stating that we should love others as Jesus has loved us.

### **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.
- Use the guidance provided by Canterbury Diocese Education Department

- Be directly related to the expectations of the Kent Agreed 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.

### **Role of the RE subject leader**

The subject leader will in collaboration with the Headteacher:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office)  
[www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf](http://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf)
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise periodically with the HT and Directors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.
- Consult regularly with the RE Director.

### **Resources**

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

### **Legal Requirements**

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.