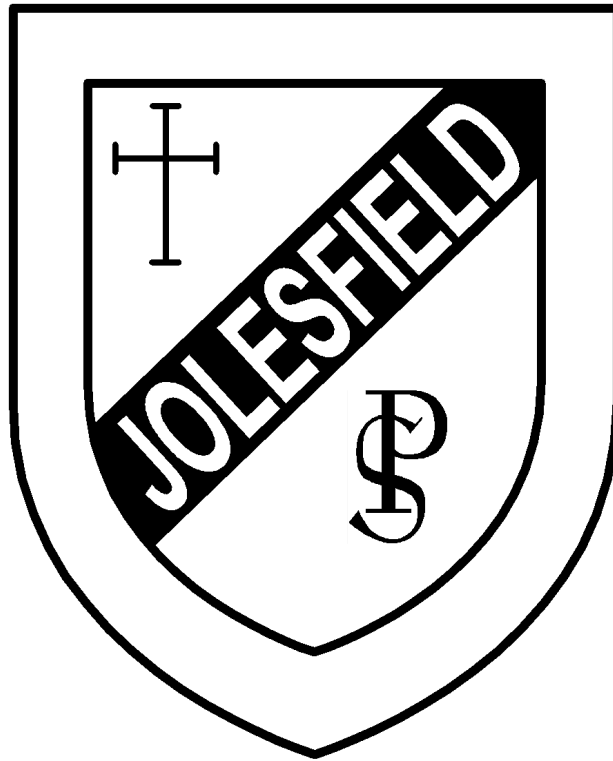


**JOLESFIELD CHURCH OF ENGLAND
PRIMARY SCHOOL**



***Religious Education
Policy***

Effective : January 2020

Our Vision

To create an inclusive Christian community where children develop a love of learning, grow into confidence and flourish.

Jesus said: "I have come that they may have life, and have it to the full."

John 10:10

We are proud to be a Church of England primary school and our vision is firmly based upon the Christian principle of '**life in all its fullness**'. At Jolesfield, we believe that as children of God we are all valued and that a happy child is a learning child. We pursue academic rigour and excellence in all we do to enable the whole school community to flourish.

We ensure that we celebrate achievement in all of its forms, as well as the effort that goes into making progress. We work hard to cultivate a **love of learning** and self-belief that enables everyone to take risks and 'have a go', **growing in confidence** without fear of failure so that they can **flourish**.

Introduction

At Jolesfield C of E 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. 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. Using the West Sussex locally Agreed Syllabus we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupils 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 religious and worldviews appreciating diversity, continuity and change within the religions and worldviews being taught.
- 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

RE is an academic subject that has a profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resources are compatible 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. 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 of all backgrounds and well-informed conversations about religions and belief. (Key Principles of a balanced curriculum in RE)*

- Enables people 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 text and theological ideas.
- Provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals and practices and how they help to inform identity in a range of religions in the worldviews.
- Support 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 people groupings 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 are on their own experiences and beliefs.

Curriculum Balance and Time

Reflecting the school's trust deed, parents and 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 and 2.

See Appendix 1 for an outline of the RE curriculum

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. collective worship must not be considered curriculum time for RE or the teaching of RE.

Teaching and Learning

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. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. they provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through enquiry learning by:

- Posing and discussing 'big' and challenging questions.
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking 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 worldviews 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 are treated with sensitivity and respect.

Teachers establish clear links between elements of religious beliefs and practice and aspects of the children's own lives. Teaching enables students to gain something personal study of religious beliefs and practices, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross Curricular Links

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 the 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.

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 the guidelines in school's health and safety policy in these circumstances.

Assessment and Recording

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectation of the West Sussex 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 identifies 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.

Roles and Responsibilities

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 end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupil's progress and standards.
- Ensure there are rigorous assessments 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 members of staff.
- Oversee the RE budget and monitor RE resources to ensure that they are kept and stored respectfully and replaced when necessary.
- Ensure that there is a school protocol, which covers safeguarding procedures and suitability processes, for when visitors are invited into RE lessons.

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; CDs DVDs and artefacts. School makes use of guidance materials produced by the diocese. Funding will also, where possible, be used to visit two different places of worship and provide INSET for staff. Resources will be listed, be easily accessible and kept in good condition. Resource banks available for both staff and pupils on all major religions and worldviews as appropriate.

Legal Requirements

Religious Education must be provided for all registered pupils in full-time education, except those withdrawn at the parents request. (*DFE circular 1/94 paragraph 44 and 49, 9 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 in the National Curriculum. As Religious Education must be taught to all registered pupils at a school, it includes pupils in reception classes.

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 a decision.

Students who are withdrawn from RE will have appropriate activities provided for them to do during this time. This provision will be discussed with parents