



RE POLICY

Policy to be reviewed every 3 years
Reviewed by Amanda Moxon – 17th January 2022
Reviewed by Governors: R Knox – 8th March 2022
Next review date: Spring 2025

RE POLICY

This Policy is intended to advise upon Religious Education in the curriculum as it applies here at St. Bartholomew's School.

Religious Education is of great value and it is part of the entitlement curriculum of all registered pupils.

It is important because whilst most subjects focus upon particular aspects of experience, religious education makes its contribution by exploring the significance of life as a whole, and so illuminates the whole curriculum.

It is the task of R.E. to ensure that children have gained some understanding of religion by the time they leave us; that they have explored something of the relationship between religious perspectives and experiences and their own beliefs, attitudes and behaviour.

R.E. does not have any nationally prescribed level descriptors but *guidance is given in the Leicestershire Agreed Syllabus and this is used throughout the school and monitored on Class Track*

Agreed Syllabus

All R.E. taught at St Bartholomew's will be in accordance with the Leicestershire Agreed Syllabus which has the full endorsement of the Diocese of Leicester. We also use supplementary resources from Understanding Christianity and other resources as appropriate. Copies of both are available in school for inspection.

School Population

St Bartholomew's is a Church of England Controlled School. Although many parents of our children declare a C of E affiliation on school registration forms, the proportion of our children who have a regular active involvement as members of a Christian church is in keeping with the national average of approximately 10% There are very few children actively involved in other faiths.

A record of those children registered as belonging to faiths other than Christianity is attached in Appendix 1 and updated annually or when required.

Special Difficulties/Considerations

a) The physical location of St Bartholomew's means that we are a considerable distance from other faith communities/places of worship. Our children's everyday experience of the increasingly pluralistic nature of our society is therefore somewhat restricted. However, we worship at St Bartholomew's Church for Harvest, Easter and Christmas. As part of the taught curriculum, visits are planned to various places of worship and visitors also support and enrich our teaching, such as the Sikh Gurdwara, Central Mosque in Leicester, Jewish Synagogue, local Cathedrals and The Hindu Temple in Leicester.

Time Allocation

The recommended time allocation for R.E., as laid down in the agreed syllabus, is as follows:

Key Stage 1: 36 hours per year

Key Stage 2: 1 hour per week

This may be covered through cross curricular units of work however it has been agreed that KS1 will teach at least 30min discrete RE per week and KS2 45min to ensure the RE objectives are thoroughly covered.

This is in addition to (though not necessarily disassociated from) the daily collective act of worship.

Aims

Our principal aim is to help children mature in relation to their own patterns of belief and behaviour, through an exploration of religious beliefs and practices.

We aim to help pupils to: -

- 1) Acquire a basic knowledge and understanding of religious beliefs and practices.
- 2) Understand and respect how religious beliefs and values affect ways of living.
- 3) Develop an increasingly reflective and caring approach to life.
- 4) Gain an awareness of the spiritual dimension of life.

General Principles

Children need to develop their own beliefs and values and a pattern of behaviour which is consistent with these.

R.E. has a particularly important contribution to make to the spiritual, social and moral development of children.

In R.E., as in all other subject areas, the role of the teacher is that of educator. The right of individual teachers to exempt themselves from teaching R.E., and that of parents to withdraw their children from R.E. is a legal entitlement.

The teaching of R.E. will be related to the ages and individual abilities of the children, taking account of special needs and previous learning experiences.

R.E. has a crucial and unique contribution to make towards children's greater understanding of our increasingly pluralistic society.

R.E. does not make assumptions about, or preconditions for, the personal commitments of teachers or children.

Outline Approach

We aim to help children:

a) observe religion in the context of

- personal life
- family life
- community life
- public life

b) observe different features of faiths

- symbol
- story
- people

c) discern underlying meanings

- beliefs, values and attitudes
- spirituality and faith

d) achieve a fair and balanced picture

- the individual and the community
- the essential and the cultural (e.g. Christmas)
- the mainstream and peripheral (majority/minority)
- the local and the global
- the popular and the intellectual
- the traditional and the radical

e) **Cross Curricular Opportunities**

Children will be encouraged to extend their learning and experience of R.E through

- the music curriculum
- the art curriculum
- the PE curriculum (dance)
- the geography curriculum
- Collective worship times
- outside visits
- visiting speakers
- SMSC
- PSHCE – circle times
- Whole school celebration days

ICT (cross reference ICT and Internet Policy)

Wherever possible ICT will be used to enrich teaching and learning in R.E.

Homework (cross reference Homework Policy)

Homework may be set in accordance with our Homework Policy in order to extend and enrich the children's experience of R.E.

Broad Content Outline

A) During RE in Key Stages 1 and 2 children acquire and apply knowledge and understanding of:

- * Christianity, Hinduism, Islam, Judaism, Sikhism and Humanism
- * How these religions influence individuals, communities, society and the world

As well as learning about religions, children also develop the ability to respond to what they have learnt.

B) Christianity will be studied in depth throughout both Key Stages.

1) To support the ethos of our school

2) As the major living faith (in all its diversity) in this country.

3) Because of its enormous influence upon the culture, art, architecture, politics and legal systems in this country and beyond.

4) To strengthen and enrich our links with our two local churches, especially with our parish church, St Bartholomew's, in keeping with our status as a Church of England Controlled School.

Specific Content

Planning for R.E. should reflect three areas,

KS1 and 2

1. Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

KS1

RE should enable pupils to:

<ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean 	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying have something to say to them
<ul style="list-style-type: none"> • give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> • give a good reason for the views they have and the connections they make
<ul style="list-style-type: none"> • give clear, simple accounts of what stories and other texts mean to believers 		

Lower KS2

End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> • make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> • describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> • offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> • give good reasons for the views they have and the connections they make

End of upper Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 		<ul style="list-style-type: none"> consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

The statutory Leicester Agreed Syllabus will be used as the main planning tool.

In the Foundation Stage the Leicester Agreed Syllabus will be used alongside elements of RE which occur in the Early Learning Goals. Understanding Christianity will be used to supplement the Leicester Agreed Syllabus.

Connections with PHSE, Citizenship and SMSC with fundamental British values

RE deals with religious and moral beliefs and values that underpin individual choice and behaviour, social policies and practices and concepts and patterns of health. These issues will be further addressed by the PSHE syllabus and SMSC with fundamental British values.

RE also looks at the voluntary and charitable activities that help to make up a healthy society and provide opportunities for the development of active citizenship and involvement in society.

Sustainable Schools:

We aim to be a Sustainable school and provide an education about sustainable development that allows children to develop the required knowledge values and skills.

We encourage the children to participate in decisions about the way we do things, both locally and globally, in order to improve the quality of life now without damaging the planet for the future.

We aim that all pupils are taught

-to care for oneself

- to care for each other (across cultures, distance and time)
- care for the environment both near and far

- Opportunities for teaching and learning about sustainable Development are clearly identified and mapped out across all areas of the curriculum and are intrinsic in the values of our school and community.

Inclusion *(Cross reference Inclusion Policy)*

The aim of RE is to encourage and assist all pupils to explore and express their own response to the spiritual and religious approaches to life.

Teaching and learning will be modified appropriately for children with physical disabilities, e.g. specialist equipment will be purchase, if necessary, and affordable (scissors for children with cerebral palsy).

Teachers will ensure that the work for children with disabilities is adapted where children are unable to manipulate tools or equipment or use certain types of materials.

Teachers will use assessment techniques that reflect their individual needs and abilities

C.P.D *(cross reference Staff Development Policy)*

It is important that all staff understand the need for continuing professional development and they will be encouraged to attend relevant training and update their knowledge and understanding of teaching and learning skills pertinent to R.E.

The R.E Co-ordinator will have access to specific training to develop and support their role.

The Role of the Subject Leader:

- to ensure entitlement to the Leicestershire Agreed Syllabus for RE
- to foster enjoyment and satisfaction in the study of R.E for all pupils;
- to enhance the teaching of RE
- to raise standards in pupil achievement.
- to fill in and maintain S.I.A.M.S documents

The Subject Leader should also:

- provide strategic direction for RE within the school;
- monitor the teaching and learning opportunities;
- lead and manage staff – training, development, guidance,
- manage the resources

Planning

- Planning of RE takes place under the guidance of the RE coordinator
- Teachers plan in accordance to school policy.
- The units followed are in accordance with the Leicestershire Education Agreed Syllabus.
- Teachers deliver RE during RE days, weeks and for Christian celebrations such as Christmas, Easter Harvest, Christian/ British values and Pentecost.

Assessment -

Assessment in R.E. does not involve assessing the level of spirituality of pupils nor the degree to which children are willing to reveal their personal beliefs and standpoints. Its purpose is: -

- 1) to allow pupils and teachers to identify and reflect on learning outcomes.
- 2) to ensure continuity and progression within and between the key stages of education.
- 3) to enable teachers to reflect on the effectiveness of their own work and so assist in the future planning and provision of learning experiences in Religious Education.

There are learning outcomes at the end of each unit. The end of unit expectations provides broad descriptions of achievement within each unit and assess the child's attainment within a unit of work. These are to be assessed and monitored on Class Track.

The teachers (under the guidance of the Subject Coordinator) will use the assessment trackers to track the progress of each child throughout the year. The information collated will give data from each cohort including

- attainment within each year group
- evaluation of the unit i.e. resources
- next steps in teaching and learning

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

RE POLICY

Children registered as belonging to faiths other than Christianity

- 3 Muslim**
- 13 Hindu**
- 2 Sikh**
- 2 Roman Catholic**
- 2 Other**

As at January 2022

The names of the children belonging to the above faiths are in the Collective Worship Record Folder.

All class teachers have a record of their children's faiths.