



Uffington Church of England Primary School

Religious Education Policy

This policy outlines the purpose, nature and management of Religious Education taught at Uffington Church of England Primary School.

This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of all teaching staff.

We are a Church school and seek to promote high standards in the teaching of Religious Education. We seek to develop religiously literate pupils who have the ability to hold balanced and well-informed conversations about religions and beliefs.

The Law

RE at Uffington CE Primary will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll, except those that have been withdrawn by their parents.
- 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;
- the RE which is provided shall be in accordance with the locally agreed syllabus for Lincolnshire local authority published in 2018.

The Aim of RE

Within the framework of the law and the Agreed Syllabus, our aim in RE is to produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief.

- To promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. The

school's programme for RE is based upon these fundamental values and is designed to develop children's knowledge and understanding of different faiths and beliefs.

Good RE

The locally-agreed syllabus identifies the characteristics of good religious education; to that end we aim to give all pupils the opportunity to:

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views
- focus on concepts as well as content, within the context of enquiry-based learning
- explore authentic religious material, e.g. sacred texts
- reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and
- sensitivity for others

Implementation

Skills in RE

All pupils are given the opportunity to develop key skills in RE in order to enhance learning across all key stages:

1. **Investigation and enquiry:** asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. **Critical thinking and reflection:** analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. **Empathy:** considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. **Interpretation:** interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. **Analysis:** distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. **Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

- In the Foundation Stage, the RE themes fit into the Early Years Foundation Stage curriculum.
- In KS1 the four key concepts (God; Being Human; Community, Worship and Celebration; and Life Journey: Rites of Passage) are studied through Christianity and Islam.
- In KS2, Hinduism plus one other world faith are introduced alongside Christianity and Islam as the children continue to explore the key concepts.
- Christianity is taught through the Understanding Christianity materials.
- Cross-curricular work is encouraged, in line with whole school policy on teaching and learning.
- We support teaching and learning in RE through the use of ICT, art, drama, discussion, visits, display work and other active learning strategies.
- The children are introduced to the ritual and symbolism of the Church of England and explore the life of the local Parish Church and Priest.
- From time to time, representatives from the major world faiths and other Christian denominations are invited to speak about their faith.
- Visits to different places of worship are an integral part of learning in RE. Children are taught to act with dignity and respect for different cultures, faiths and ceremonies.
- We aim to continually update and increase our resources to support teaching and learning in RE.

Differing Pupils' Needs

Our whole school policy with regard to special needs and differentiation applies to RE. We acknowledge that some children may have special and deep experience of a religion through family practice which may not relate to their general educational ability.

The Right to Withdraw

RE is provided for all pupils, and is inclusive and broad minded. Parents have the right to withdraw pupils from RE: if parents wish to do this, they should discuss the matter with the head teacher. The school does not support selective withdrawal from RE.

The PREVENT Duty

Staff are trained in identifying indicators that an individual is engaged with an extremist group, cause or ideology. Where there is a concern that behaviour reflects any of these indicators, the headteacher must be informed. As Designated Safeguarding Lead, the

headteacher will then assess whether a referral is needed through the usual Early Help and safeguarding process.

Assessment

Assessment is be carried out through observation, discussion and recorded evidence, including children's work. Children's attainment is reported annually to parents.

Monitoring and Review

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Policy created by staff and adopted by the Governing Body	November 2008
Policy reviewed by the Curriculum Committee	biennially
Policy reviewed by the Curriculum Committee	March 2014
Policy reviewed by the Curriculum Committee	October 2015
Policy reviewed by the Curriculum Committee	October 2017
Policy reviewed following publication of new Agreed Syllabus	Summer 2018
Policy revised	January 2020

Religious Education in Church of England Schools

A Statement of Entitlement

A high quality religious education (RE) curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views* fostering respect for them. Although there is not a National Curriculum for RE, all maintained schools have a statutory duty to teach it. This is equally applicable to academies and free schools as it is to maintained schools. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the Locally Agreed Syllabus unless parents request RE in accordance with the trust deed of the school; and, in voluntary aided schools RE must be taught in accordance with the trust deed.

In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith: for example through the Understanding Christianity resource. Church schools should 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. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners.

RE must have a very high profile within the church school curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.

The effectiveness of denominational education in Church of England schools is evaluated during the statutory section 48 (SIAMS) inspection. The Evaluation Schedule assesses the way RE contributes to a church school's Christian character. It highlights the responsibility of church school leaders to support and resource RE, and those teaching it. In voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report. This judgement is made against the expectations set out in this document.

Religious education (RE)

1. The aims of Religious Education in Church schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.

*The phrase world views is used here and throughout the document to refer to the variety of smaller religious communities represented in Britain e.g. Baha'i and to non-religious world views such as Atheism and Humanism

- 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.

2. Appropriate to 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 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.

Effective teaching and learning about Religions and World Views

3. Church schools have a duty to provide accurate knowledge and understanding of religions and world views. They should provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

Curriculum balance

4. Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to.

- KS 1 – 3 at least 2/3^{ds} Christianity.
- KS 4 the study of Christianity will be a significant and substantial part of any Religious Studies qualification.

- KS 5 continue the study of religion and world views within the provision of core RE in an appropriate format for all students.

Curriculum time

5. 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%.

NB: The RE entitlement is totally separate from requirements for Collective Worship.

¹ Where schools follow an Agreed Syllabus which requires less than 2/3rd Christianity, they should enrich their Christianity input e.g. with additional whole-school days on underlying concepts and beliefs of Christian festivals

Developing staff expertise

6. To demonstrate the subject's comparable status with other core curriculum areas in both staffing and resourcing, it should be a priority in Church schools to build up staff expertise in RE specifically but not exclusively, working towards:
 - At least one member of staff having specialist RE training or qualifications.
 - All staff teaching RE having access to appropriate professional development.
 - All teaching staff and governors having an understanding of the distinctive role and purpose of RE within church schools.
 - A governing body which monitors standards in RE effectively.

Expected academic outcomes for pupils

7. Pupil achievement in RE should equal or be better than comparable subjects, and all pupils should take a recognised and appropriate qualification at KS 4.

The role of the Diocesan Boards of Education

8. One function of Diocesan Boards of Boards of Education (DBEs) as set out in the DBE measure is to promote, or assist in the promotion of, RE in schools in the diocese. This can be fulfilled by:
 - Monitoring the quality of RE in church schools.
 - Offering high quality training to all schools throughout the diocese so that provision for RE is effective and promotes religious literacy.

Support for effective and outstanding RE

9. RE teachers belong to a wider educational and church community. They should expect positive support in providing effective and outstanding RE from:
 - Their senior management team.
 - Their governing body, especially Foundation governors.

- Their local Diocesan Board of Education, including a Schools' Adviser with an appropriate RE background. [?](#)
Clergy.
- The Church of England Education Office (see *Making a Difference* p.31 no.4).
- The Church of England representatives on their local SACRE.

Derek Holloway June 2016

School Character and SIAMS Development Manager