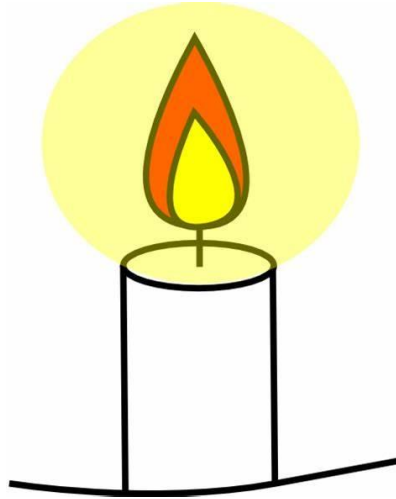


Broadbottom C of E Primary School



“Let your light shine”, Matthew 5:16

Religious Education Policy

Non-Statutory

February 2021

Signed.....

Dated.....

MISSION STATEMENT

At Broadbottom CE Primary we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality, and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills and is underpinned by Christian and British Values.

We...

- ✓ Love God, the world, each other, and ourselves.
- ✓ Cherish our pupils and act as their champions.
- ✓ Provide safe yet challenging opportunities to learn, blossom and grow.
- ✓ Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
- ✓ Trust each other to act with integrity and to forgive when we make mistakes.
- ✓ Love Learning and Love Life.
- ✓ Are creative in our thinking, outlook and approach
- ✓ Communicate effectively
- ✓ Have time and patience to develop minds
- ✓ Discover individual sparks to let everyone's light shine.
- ✓ Nurture a love of learning and a belief in oneself.

School Vision

Broadbottom CE Primary School promises to provide a happy, safe, Christian environment for all pupils to flourish and develop talents, interests, excellent learning attitudes and behaviours. Our intention is for the learning journey to maximise full academic, social, emotional and physical potentials. We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

“Let your light shine,” Matthew 5:16

With Christianity at the heart of our intentions, we aim to:

- Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
- Provide high quality teaching and learning, that develops individual potential and enriches pupil's lives
- Engage in partnerships that support and serve the school community
- Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
- Continually improve performance through evaluation of practice
- Equip children and families with the knowledge, skills, independence and resilience to face future challenges
- Instil traditional values of hard work, courtesy, respect and good behaviour
- Nurture an understanding of how special and unique we are in the eyes of God
- Broaden our knowledge and understanding of world issues and develop courageous advocates who will help others shine
- Link our heritage with overseas charities to support others, as our local community has been supported in the past

At Broadbottom C of E Primary School the flourishing of all our pupils and adults is at the heart of our school vision for education. We put our children at the heart of all decision making so that they can live 'life in all its fullness.' Our school vision strongly underpins all our policies, curriculum design and daily practice, which are firmly built upon the Christian foundation.

Religious Education Statement of Intent

“Let your light shine,” Matthew 5:16

Our school Religious Education Intent embodies our vision statement and is fed through the whole school curriculum. We have chosen this statement so that we are fully committed to enhancing the children's Spiritual, Moral, Social and Cultural development in all we do. We want our pupils to have a strong sense of who they are and to fully respect and value the wonderfully diverse world in which they live.

Our Religious Education and wider curriculum provides knowledge and understanding of the principle religions represented within the UK. We nurture our pupils to respect and appreciate the beliefs, values, customs and traditions of individual communities, societies and cultures from the local to the global. We want our children to have the ability to make reasoned and informed judgements about religious, moral and ethical issues, with reference to the teaching of Jesus combined with the teachings of principal religions of the world. At Broadbottom C of E Primary School we are committed to developing the pupil's resilience and critical thinking skills, with the courageous advocacy to challenge injustice on every level including deprivation, disadvantage and imbalance in our natural world.

Our intent for Religious Education

At this school, RE expresses and strengthens our vision, ethos and Christian values which are at the heart of what we aim to do in every aspect of school life.

In our school, where pupils and staff come from all faiths and none, Religious Education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. Our RE curriculum is rich and varied and pupils study a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ, which enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to provide a wide range of opportunities for learners to understand and to make links between the beliefs and practices of the range of faiths studied. Links with the Christian values of the school are intrinsic to our RE curriculum. In accordance with our vision, in every class we aim to provide suitable learning opportunities that are matched to the needs of all children. This may be done through providing support, live discussion and unpicking concepts, using a range of teaching and learning styles within lessons (see appendix1). Where possible, teaching will be supplemented with visits to places of worship and/or visits from people from religious communities or from people who hold a non-religious worldview.

Pupils are encouraged to know about, understand and respond to the important and ultimate questions of life such as 'Who are we?' and 'Why are we here?' Our curriculum inspires pupils to explore, develop and affirm their own faith and values whilst having respect for the faith, beliefs and values of others.

Encountering religion and belief includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation (See appendix 1). Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of 'big questions' and ethical issues.

When responding to their learning encounters, Religious Education is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills in applying, interpreting and evaluating what they learn about religion, and the ability to consider and relate their learning to questions of: identity and belonging; meaning, purpose and truth; values and commitments. As pupils communicate their responses to learning, their religious literacy is developed and enhanced.

Aims

The aims of Religious Education **in this school** are:

- 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 religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- 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 living, believing and thinking.

RE Statement of Entitlement: The Church of England Office 2019

Implementation

Teaching & Learning

- We follow the Tameside Agreed Syllabus. There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- Staff have undertaken training on Understanding Christianity and this is interwoven throughout our teaching.
- RE will be given at least 5% of curriculum time i.e. a minimum of 1 hour for every pupil per week.
- The school's long term plan ensures that there is continuity and progression for pupils and opportunities for assessment.
- A range of teaching and learning activities inspires pupils learning.
- Pupil progress and attainment in RE is tracked and recorded half termly and the school keeps an up to date portfolio of evidence to support assessment data. Progress in RE is part of pupils' annual report to parents.
- Inclusion and differentiation for children with SEND and EAL are considered in our planning and teaching as they are in all areas of the curriculum.
- RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate.
- A range of visitors are invited to support the teaching of RE, and whenever possible, there will be planned visits to places of worship.
- In this school, the faiths taught in RE in more depth are Christianity, Islam, Hinduism and Judaism. Other religions and worldviews may be taught implicitly or when comparing ideas or as thematic studies.
- Of the RE taught, 70% is Christianity and 30% is other faiths.
- Wherever possible, links are made between Religious Education and other curriculum subjects.
- We have a rich and diverse calendar of multi-faith celebrations and special occasions which are interwoven into our curriculum for example Chinese New Year and Inter- Faith Week.

Our displays and classroom Reflection Areas present and echo the importance we place upon Religious Education within our curriculum. Each classroom has space for a designated Reflection Area. We encourage the children to freely access these areas, engaging with the interactive aspects integrated within the displays. This reflection time gives our pupils an opportunity to explore, pose and answer 'Big Questions' We record and celebrate our children's thoughts and questions in our Reflective Journals which are a central part of every Reflective Area.

Legal Framework

As a voluntary controlled school, we legally have to adopt the Tameside local authority agreed syllabus.

Our school RE curriculum is based on the Chester Diocesan Guidance which fulfils all legal requirements and embodies the RE Statement of Entitlement from the Church of England Education Office 2019.

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from religious education lessons, but as RE is central to the life and identity of Broadbottom C of E Primary School, we would ask parents to discuss with the head teacher any reasons they might have for doing this.

Spiritual, Moral, Social and Cultural Development/ British Values

The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted as part of Christian Values teaching and living in our day to day school life. Through RE, further opportunities to explore these issues are taken where possible and appropriate.

- Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.
- We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.
- Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider community, faith rules and their application to moral and ethical issues and cultural influences on religious practice. This includes work on British values.

Impact

Assessment & Achievement

Appropriate to age, at the end of their education in our Church school, the expectation is that all pupils are religiously literate and aim for all pupils 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.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Engage in meaningful and informed dialogue with those of other faiths and none.

Leadership & Management

The teaching, assessing and resourcing of Religious Education is managed by the RE subject leader, in close collaboration with Senior Management who together will ensure that the principles set out in the Statement of Entitlement for RE 2019.

The RE subject leader will support and regularly monitor the subject across the school and will receive an adequate budget yearly to do this. Relevant and regular CPD will ensure that his/her subject knowledge and expertise are kept up to date. The RE subject leader will ensure that staff receive adequate training whenever necessary in the teaching and assessment of RE. Regular reports to the governor who holds responsibility for RE and to the governing body will ensure everyone is informed on progress and attainment in RE.

External inspection of RE, as a voluntary controlled school, will be under the SIAMS inspection. The school will ensure the development of RE and will take on board the criteria for SIAMS, and obtain support from Chester Diocese Education team, when planning CPD and school improvement, such as the Christian leadership training for future church school leaders.

Review

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE Coordinator and the Senior Leadership Team (SLT) and will be based upon discussions with other members of staff, observation of teaching and monitoring of children's work. Re-evaluation of teaching plans will also form part of any review. The outcome of the review will influence the future school development plan.

Appendix 1: Religious Education in Church of England Schools



A Statement of Entitlement

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.¹

A high-quality sequential religious education² (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement.

The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE. In addition, in voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report.

The Entitlement: provision, profile and priority

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Curriculum statement: challenging, accurate and diverse

In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- 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 religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- 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 living, believing and thinking.

Curriculum balance and time: sufficient, appropriate and balanced

Reflecting the school's trust deed or academy funding agreement 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 1-4.

All pupils in Church schools should follow a recognised and appropriate qualification or course in RE or Religious Studies at KS 4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered.

The school must make it possible for those students who achieve suitable grades at GCSE or equivalent to follow appropriate A level courses. This should be in addition to the provision of core RE entitlement for all students at KS5 which should continue to develop student's understanding of Christianity and other religions and worldviews. 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.

Developing staff expertise and knowledge: confidence specialism professionalism

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. 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 RE qualifications or receiving specialist training.
- Secondary schools employing specialist RE teachers and deploying them effectively to ensure pupils receive specialist teaching.
- All staff teaching RE having access to subject specific professional development.
- All staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities.
- All teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.
- A governing body which is monitoring standards in RE effectively.

The role of the Diocesan Boards of Education

One function of Diocesan Boards of Education (DBEs) is to promote, or assist in the promotion of, religious education in schools in the diocese. This should be fulfilled by monitoring the quality of religious education in Church schools through taking note of SIAMS inspection reports and by securing high quality training for all schools throughout the diocese. This will help ensure that the provision for religious education is effective and is able to fulfil the expectations of this statement.

Support for effective and excellent RE

Teachers in Church schools belong to a wider educational and church community. They are entitled to expect positive support in providing effective and excellent religious education from:

- a named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role
- their senior management team and their governing body, especially foundation governors or academy equivalents
- their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background
- the Church of England Education Office
- local clergy and other ministers and Christian communities.

Notes:

1 The Church of England Education Office, Church of England Vision for Education: Deeply Christian, Serving the Common Good. (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/more/education-and-schools/vision-education>

2 Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. The term religious education (RE) is therefore used throughout this document as it is connected to the Section 48 SIAMS inspection and, if and until the law changes, we will need to continue to use the term. This does not stop individual schools, MATs or dioceses using other names including Religion and Worldviews for the subject.

3 The term worldviews is used throughout the document to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's way of understanding and living in the world which may be drawn from one or many institutionalised worldviews. Based on Commission on Religious Education, Religion and worldviews: The way forward A national plan for RE (Religious Education Council for England and Wales 2018) p4.