

# Bishop Henderson Church of England Primary School



## RE Policy

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
	January 2024	Headteacher	January 2027

## Ratification

Role	Name	Signature	Date
Chair of Governors	Martyn Day		
Head Teacher	Chris Lane		

## Vision Statement

At Bishop Henderson Church of England Primary School, we are committed to equality of opportunity in line with the Equality Act of October 2010. We endeavour to make a positive contribution to the whole community by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community. We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

## **Our Intention Statement**

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, exploring different religious beliefs, values and traditions. This will enable them to develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

## **Rationale**

Religious Education involves the exploration of fundamental questions concerning human experience and spirituality and the attribution of meaning to such experience within personal belief and religious tradition, with particular focus on the Christian faith.

## **Aims**

- To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.
- To develop knowledge and understanding of Christianity and other major religious traditions represented in contemporary Britain and the ways in which they approach or explain fundamental issues of life.

## **Objectives**

These objectives will guide teachers in their decisions in relation to planning. (Planning should reflect the need to address both of the above aims in an integrated manner.)

- ***To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.***
  1. To develop an awareness of self, others and the world about us, through reflection on inner feelings, relationships with others and responses to the natural world.
  2. To develop a capacity to explore questions of meaning and purpose concerning human nature and spirituality and an understanding of some religious responses to these questions.
  3. To develop an understanding of how attitudes and behaviour are influenced by beliefs, values and commitments.
- ***To develop knowledge and understanding of Christianity and other major religious traditions represented in contemporary Britain and the ways in which they approach or explain fundamental issues of life.***

1. To develop a knowledge and understanding of Christian and other religious beliefs and commitments, the ways in which these are related to sacred writings and the teachings of Jesus and other key religious figures, and how they apply to everyday life.
2. To develop a knowledge and understanding of worship, prayer, celebration and pilgrimage and a respect for the personal beliefs from which these arise.
3. To develop a knowledge and understanding of religious symbolism and key religious experience, such as awe and wonder and their varied expression through the arts.

## **Teaching and Learning**

Religious Education will be planned to engage children through a range of differentiated activities suitable for those of different ages, abilities and backgrounds. A variety of approaches will be used as appropriate, e.g. discussion, music, writing, drama, visual arts.

Planning is derived using the resource 'Somerset Awareness, Mystery and Value' and is the main resource to cover all Christian concepts and to ensure a balance between the implicit and explicit areas of Religious Education. The development of concepts and attitudes, as well as skills, knowledge and understanding will arise from the exploration of areas of human experience.

Content will be selected and planned to ensure coverage of aspects of Christianity and other major religions represented in Britain.

At the beginning of every half term, the value for that half term will be shared with each class by the class teacher and an activity will be undertaken, demonstrating the children's understanding. Evidence will be in the RE exercise books.

Pupils will be engaged in a variety of activities, which will be structured to allow opportunity for reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response. This will be reflected in appropriate teaching and learning styles.

A wide range of approaches will be used to help pupils develop an awareness and understanding of different religious beliefs and so that they may be encouraged, through questioning and reflection, to make a personal response (artefacts, music, visual art, photographs, creative, factual and reflective writing, drama and simulation, visits and discussion).

## **Relevance**

Religious Education will be made relevant by starting with the pupils' own experience, and learning from others. Visits will be made to places of religious significance and visitors from the church and community invited into school.

## **Cross Curricular Skills and Themes**

Religious Education has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities and experiences of life. It makes a clear contribution to Personal, Health and Social Education and often provides a natural focus for the cross-curricular issues of Equal Opportunities (with reference to the Equal Opportunities Policy), Multicultural Education, Health, Environmental Education and Citizenship.

## **Continuity and Progression**

In accordance with the Somerset Agreed Syllabus for Religious Education (Awareness Mystery & Value), skills, knowledge, attitudes and key concepts, as defined by the implicit and explicit areas of RE, will be identified, consolidated and developed through medium term planning.

Due to having split year group classes, there is a two year rolling programme for both KS1 and KS2 to ensure that teaching is not repeated. KS1 will study Christianity plus at least one other faith. KS2 will study Christianity plus at least two other faiths.

The exploration of personal experience through reflection and enquiry will be developed at KS2 as children develop a greater understanding of broader religious issues, beliefs and practices.

## **Curriculum Design**

(Based upon recommendations from the Diocese in “Awareness, Mystery and Value”, Somerset Agreed Syllabus for Religious Education).

Religious Education books are held centrally in the resource area and cover Christianity, Judaism, Sikhism, Islam, Hinduism and Buddhism. A range of religious artefacts, music and photographs/ posters is also stored centrally. The ‘Understanding Christianity’ resource is in the RE resource area and is also accessible online for staff to access.

The Parish Church of Holy Trinity is itself a rich resource readily available to the school.

## **Roles and Responsibilities**

The Religious Education subject leader is responsible for monitoring and assessing planning and delivery of the curriculum. The subject leader keeps up to date with developments within the subject through reading and in-service training. It is the responsibility of each class teacher to identify resourcing needs whilst the subject leader maintains and organises general RE resources.

## **Monitoring and Evaluation**

Opportunity for assessment will be identified through planning and will be a continuing, integral part of learning. Pupil self-assessment will be planned for, particularly in those elements in Religious Education concerning personal response. Assessment will be made against a clear set of criteria based on concept, attitude, skill and knowledge development, and the Statements of Attainment as laid out in the Somerset AMV Syllabus.

The effectiveness of the Religious Education curriculum will be monitored by the RE subject leader and evaluated in discussion with the Head and SIAMS group of the Governing body. Resources, teaching methods, planning and INSET needs will be identified and priorities for action established as linked with the school development plan.