

Religious Education Policy

St Bartholomew's CE Primary School



Version: V2.0

Prepared by: EP

Valid from date: Autumn Term 2023

Valid to date: Autumn Term 2025

Approved by: FGB

Policy Updates	
Version Number	Changes
2.0	New Policy

Contents

Our Vision, Motto and Values	3
Statement of Intent.....	4
Framework	4
RE Statement of Entitlement.....	4
The Religious Education Curriculum	4
Aims and Outcomes.....	4
Roles and Responsibilities	5
Classroom Teachers.....	5
SENCO.....	5
Early Years Foundation Stage.....	6
Teaching and Learning	6
Assessment, Recording and Reporting.....	6
Equal Opportunities	6



St Bartholomew's Vision

To be a loving and nurturing Christian school community, providing the rich soil that enables our children to develop deep roots, grow and flourish, to be the best they can be.



Our Motto

Nurture, Grow, Flourish

Keep your roots deep in Jesus and have your lives built on Him.

Be strong in the faith, just as you were taught.

Always be thankful. Col 2:7

Our Values

- Courage
- Creativity
- Joy
- Kindness
- Respect

Statement of Intent

St Bartholomew's Church of England Primary School is committed to enabling all children to develop confidence, independence, enjoyment and enquiring minds.

As a Church School, Religious Education (RE) is regarded as a core subject in our schools curriculum and is reflective of our school vision. It has a vital role in developing religious literacy and deepening children's understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2019) 'Religious education in English schools: Non-statutory guidance 2010'
- Church of England Statement of Entitlement for Church Schools (2019)

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office (2019).

Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The Religious Education Curriculum

The RE curriculum also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the Lichfield Diocese RE Guidelines and Understanding Christianity. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning. Christianity is taught during four half terms of the academic year, with Islam and Judaism taught during the remaining two. We also explore elements of other world religions and cultures as appropriate.

Aims and Outcomes

The aims of Religious Education at St Bartholomew's are:

- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.
- To enable pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To enable pupils to know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- 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.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.

The outcomes for pupils at the end of their time at St Bartholomew's are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, and worship

- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

Links to SMSC

Links to SMSC Religious Education is an important area in its own right. It contributes to other areas of education and human experience (aesthetic, environmental, ethical, political, social and spiritual). It is an important part of the wider programme of spiritual, moral, social and cultural development.

Spiritual	widening pupil's vision of themselves and their own experience, within the context of a growing awareness and understanding of God
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values in our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage and in developing positive attitudes towards diversity

Links to PSHE

Links will be interwoven throughout the curriculum particularly in relation to personal, social, health and economic education and British Values. Religious Education enhances creativity and enjoyment and promotes a positive contribution to the wellbeing of pupils.

Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation
- Monitoring the teaching and learning of RE, providing support for staff where necessary
- Encouraging staff to provide effective learning opportunities for pupils
- The purchase of further resources within budget
- Liaising with teachers
- Communicating developments in the subject to all teaching staff
- Leading staff meetings and providing staff members with the appropriate training
- Organising, providing and monitoring staff CPD opportunities regarding RE
- Creating an action plan and reviewing it regularly
- Meeting with a member of the Diocesan RE advisory team, when possible

Classroom Teachers

Classroom teachers are responsible for:

- Acting in accordance with this policy
- Ensuring progression of pupil's RE with due regard for the agreed syllabus
- Planning lessons effectively
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents
- Reporting any concerns regarding the teaching of the subject to the subject leader
- Undertaking any training that is necessary in order to effectively teach RE

SENCO

The SENCO is responsible for:

- Advising staff on how best to support pupils' needs
- Advising staff on the inclusion of learning objectives in pupils' IEP
- Organising and providing training for staff regarding the RE curriculum for pupils with SEND

Early Years Foundation Stage

All children in our Early Years Foundation Stage will be taught Religious Education both discreetly and across the 7 areas of learning.

Children will encounter religions and world views through books and storytelling and will reflect on their feelings and experiences; Early Years Practitioners will encourage imaginative play and curiosity. All RE teaching and learning must have regard to the most up-to-date version of the DFE's EYFS Framework.

Teaching and Learning

The main teaching activity may vary in its structure, it may consist of class, group, paired or individual teaching and independent activities.

- The objective and success criteria of each lesson is made clear
- Time is given for pupils to reflect, consolidate and apply their learning.
- Planning is organised into units of work
- Discussions take place between staff on resources, teaching approaches and assessment.

The learning opportunities pupils have will include:

- Asking questions
- Debate and discussion
- Evaluating different kinds of evidence
- Experience of religious festivals and customs
- Experience of the use of sounds, actions, art and symbol in religion
- Expressing ideas and feelings through a variety of media
- Exploring religious writings
- Finding out about the life of religious communities
- Handling artefacts and special books
- Investigating the link between behaviour and belief
- Reflecting on personal experiences
- Taking responsibility for their own decisions and actions
- Talking about values, beliefs and experiences
- Talk to believers
- Visit to places of worship

Assessment, Recording and Reporting

Assessment is through group/individual discussions, teacher observations and marking of any children's work. Children will record their learning in a dedicated RE book.

RE is reported on the annual report to parents and Assessment for Learning plays an important part in RE.

Equal Opportunities

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

Review

This policy will be reviewed biannually or when there is a change in legislation.