



RE Policy

School Curriculum Policy

Reviewed: February 2022

Agreed By: Headteacher

Date: November 2022



Introduction

Langafel Church of England Primary School, in accordance with the 2002 Education Act, section 80, provides Religious Education for all pupils as part of a 'broad and balanced curriculum'. Religious Education is part of the 'basic' school curriculum although not part of the National Curriculum because it is taught in accordance with Kent agreed syllabus. The syllabus emphasizes the importance and value of religious education (RE) for all pupils, with opportunities to widen the children's view of the religions of the world as well as exploring the key concepts of Christianity. Our aim is for our policy and practice to be in line with the Church Of England Statement for Entitlement for RE.

Our Vision

We believe in the potential of every child regardless of background or individual needs, as expressed in Luke 15, The Parable of the Lost Sheep. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.

We work in partnership with our families, St Mary Magdalene Church and the local community to ensure the children make great progress academically and socially and leave us with happy memories and a solid foundation for secondary school.

Children and staff at Langafel demonstrate our Christian values of respect, honesty, Koinonia and perseverance. Our children care for each other and linked to our learning values of confidence, aspiration, enjoyment and team work pupils encourage themselves to achieve and become lifelong independent learners.

Intent

Religious education has a unique place as a central subject in the curriculum of Langafel CofE Primary School. It is one of our core subjects.

Through our Religious Education curriculum we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.



Implementation

Legal requirements for Religious Education:

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)

We ensure that we comply with the legal requirements by following the Kent Agreed Syllabus for Religious Education and Understanding Christianity: Text, Impact, and Connections.

Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE day. Teachers use key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Children will be highly engaged in RE lessons through the use of a variety of sources such as religious stories, scripture, religious artwork, songs, music, dance and religious signs and symbols.

Pupils' progress in RE is based on the expected outcomes outlined in the Kent Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. These outcomes have been developed into Key Learning Questions for each year group and students are assessed regularly against these.

We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE, which is aimed to capture the children's thinking.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

Impact

RE at Langafel...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;



- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these

Religious Education at Langafel encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, self and the nature of reality, issues of right and wrong and what it means to be human;
- achieve well in RE, reflected in good or outstanding progress that reveals a clear learning journey.
- children to talk enthusiastically about their learning in RE and are eager to further their learning in the next stages of their education.
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Langafel enhances pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
 - ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Religious Education at Langafel offers...
- opportunities for personal reflection and spiritual development.

Roles and Responsibilities

The role of the subject leader is to:

- to provide leadership and direction
- meet aims and objectives of the school and subject
- secure high standards of teaching and learning
- develop whole school policy and practice for RE
- move the school towards raising standards in RE
- support the role of teachers in RE
- evaluate progress and identify areas for development
- monitor RE across the school
- understand the contribution RE makes to the overall education of pupils.

Teaching and Learning Curriculum

As a Voluntary Controlled Church of England Primary School we follow the Kent agreed syllabus for Religious Education 2017-2022. This syllabus teaches children about a range of world faiths. We use a variety of resources to facilitate the teaching of this syllabus, including Understanding Christianity, supported with additional resources from Rochester Diocese.



As we have mixed age classes, we teach year 1, 3 and 5 units one year then year 2,4 and 6 units the following year (see overview). There are occasional exceptions to this, where prior learning is required and where units may be slightly adapted.

Teaching religious education to children with special needs

In our school, we teach RE to all children. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE, we ensure that we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against learning objectives allows us to consider each child's attainment and progress.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to every child's needs.

We enable pupils to have access to the full range of activities involved in learning RE. Where children are to participate in activities outside the classroom, for example, a trip to a place of worship, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

The Kent Agreed Syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all year groups. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

Planning

Teachers plan in accordance with the 'Kent Agreed Syllabus' which sets the programme of study and statutory requirements of the syllabus. This is used in conjunction with the Rochester Diocesan guidance.

For Christianity, the syllabus is structured around the three aims and the three elements: Making sense of the **TEXT** , Understanding the **IMPACT** , Making **CONNECTIONS**.

The three aims/elements form the basis of the end of key stage outcomes, and the progressive 'learning outcomes' in each unit of study.

For religions other than Christianity, there are similar learning outcomes included for the units of study.

Reception

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the Reception year at the age of 5. Religious education is statutory for all pupils registered on



the school roll. The Kent agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage.

RE sits very firmly within the areas of personal, social and emotional development and understanding the world.

Understanding Christianity enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness and learn about the Creation, Incarnation and Salvation in a child-friendly way.

Assessment

Pupils' progress in RE will be assessed against the end of phase outcomes in order to make an overall judgment as to whether they are: working towards, at expected, at greater depth. Throughout the unit, teachers should be aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching.

End of unit Assessment questions are also provided for the teachers to gauge the pupils' progress and have a clear picture of how the pupils have understood each unit. There are also opportunities to 'dig deeper' and delve into the different units more in-depth.

Resources

To support the teaching of Christianity, the teachers will use the 'Understanding Christianity' resource. We have resources in our school to be able to teach all our Religious Education teaching units. We keep resources for Religious Education in a central store. There is a set of Bibles for both key stages and a collection of religious books.

Classes will also undertake visits or have visitors come into school. We are continually developing the supply of RE resources to support the children's learning.

Equal Opportunities

Religious Education should seek to ensure that it promotes respect, mutual understanding and tolerance for those who adhere to different faiths and those unable to accept a religious faith. Religious Education alongside other parts of the curriculum enables and helps pupils in their understanding of religion within a multi-cultural context.

Health and Safety

When organising off sites visits, teachers will refer to the school policy, 'Organising Educational visits'.

Entitlement

RE is legally required for all pupils. RE is a core subject of the curriculum for all pupils. RE is an entitlement for all pupils through their schooling, from Reception year up to and including Key Stage 2.



In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE.

Withdrawal

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Review and monitoring of the policy

This policy has been developed through the discussion with the Head teacher, teaching staff and governing body. It will be updated in line with new changes and initiatives to the curriculum. The implementation of this policy will be monitored by the RE leader.

Reviewed February 2022