

Bilton Church of England Junior School

Policy for: R.E

Next review due by:
November 2020

Last reviewed by: Alex Norton

Reviewed: November 2017, Date of original formation 2012

Ratified by the Governing Body on: 2012

As the Governing Board of Bilton C of E Junior School, we believe we are all God's children.

Our Strategic Aims are:

- To inspire all, through learning experiences which enrich, excite and engage.
- To be happy confident, caring and resilient learners, ready to embrace challenge.
- To make consistently strong progress across the curriculum and achieve their very best.



Mission Statement: I have the freedom and choice to be ambitious for my future.

Date reviewed	Reviewed by	Page number of changes	Summary of changes made
2014			No changes
2017	AN	Page 1	Changes related to new Warwickshire Agreed Syllabus and aims of Re incorporating the principal aim - to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
		Page 2	The legal position has been amended in light of new Syllabus
		Page 4	Amendments made to outcomes for children (KS2)
		Page 5	Information added about Yr.topics
		Page 7	We are a 'No Outsiders' school and endeavour to work alongside the Equality Act of 2010. – added to Equality section of the policy.



Bilton Church of England Junior School

Introduction

This policy outlines the teaching of Religious Education (R.E). It has been drawn up by the R.E subject leader. Following review and agreement by the teaching staff and the governing body in Spring 2010, implementation of reviewed policy will begin in September 2017. This policy will be reviewed by the subject leader in 2020. The implementation of the policy is the responsibility of all the teaching staff and will be monitored by the subject leader.

Aims of Religious Education

The aims of R.E incorporate aspects of the Bilton Church of England Junior School strategic aims:

As the Governing Board of Bilton C of E Junior School, we believe we are all God's children.

Our Strategic Aims are:

- **To inspire all, through learning experiences which enrich, excite and engage.**
- **To be happy confident, caring and resilient learners, ready to embrace challenge.**
- **To make consistently strong progress across the curriculum and achieve their very best.**

And our Mission Statement:

I have the freedom and choice to be ambitious for my future.

Our aims for R.E are also those specified in the Warwickshire Agreed Syllabus(2017):

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and world views in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and world views.



Bilston Church of England Junior School

- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- The purpose of RE is captured in the principal aim, which is intended to be a short-hand version for day-to-day use. Teachers should use it when planning RE, whether long-term or short-term. It should be considered as a doorway into the wider purpose articulated above.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The Agreed Syllabus sets out what pupils should be taught in religious education (RE) from ages 3-19.

All maintained schools have a statutory duty to provide a broad and balanced curriculum which includes RE. Maintained schools without a religious character are required to teach RE to all registered pupils in accordance with the locally Agreed Syllabus. Academies and free schools are also required through the terms of their funding agreement to make provision for the teaching of RE. They can choose to use the locally agreed syllabus but are not required to do so.

It is a legal requirement for the Local Authority to review the Agreed Syllabus every 5 years. The review is overseen by an Agreed Syllabus Conference (ASC), which has a similar membership to the SACRE.

The Syllabus for Warwickshire and Coventry schools was published in 2017. All documents are available to download.

For copyright reasons, these documents are protected by a password that we are only allowed to share with Warwickshire and Coventry schools.

Each of these aims contributes to the spiritual, moral, social and cultural education of pupils. See separate SMSC Policy for clarification.



Bilston Church of England Junior School

The legal position of Religious Education

RE is for all pupils:

RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over). It is a necessary part of a **'broad and balanced curriculum'**.

RE is locally determined, not nationally:

A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.

Local authority maintained schools without a religious character must follow the locally agreed syllabus. Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus. Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.

Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in their funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.

RE is multi-faith: The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall 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'. As education policy changes, the legal requirement for RE for all registered pupils remains unchanged.

RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum. This agreed syllabus builds on the good practice from the 2004 Non-statutory Framework for RE, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council's non statutory Framework from 2013.

Right of withdrawal: This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)).

This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right. Students aged 18 or over have the right to withdraw themselves from RE.



Bilton Church of England Junior School

RE AT KS2

What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Aims:

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to...

<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
---	--	---

End of key stage outcomes

RE should enable pupils to:

<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>



Bilston Church of England Junior School

Our Topics are based around Schemes of work from Warwickshire Agreed Syllabus and 'Understanding Christianity'. Hard copies are available electronically in school resources.

Yr. 3 RE TOPICS

- ✓ What is the Trinity?
- ✓ Why do people pray?
- ✓ What does it mean to be a Christian in Britain today?
- ✓ Why does Easter matter to Christians?
- ✓ What can we learn from religions about deciding what is right and wrong?
- ✓ When Jesus left, what next?

Yr. 4 RE TOPICS

- ✓ What do Christians learn from the creation story?
- ✓ What do different People believe about God?
- ✓ What does it mean to be a Hindu in Britain today?
- ✓ Why do Christians call the day Jesus Died 'Good Friday'?
- ✓ Why do some people think that life is like a journey and what significant experiences mark this?
- ✓ What kind of world did Jesus want?

Yr. 5 RE TOPICS

- ✓ Was Jesus the Messiah?
- ✓ What would Jesus do? Can we live by the values of Jesus in the 21st Century?
- ✓ What does it mean to be a Buddhist in Britain today?
- ✓ What did Jesus do to save Human Beings?
- ✓ If God is everywhere, why go to a place of worship?
- ✓ How far does following God bring freedom and justice?

Yr. 6 TOPICS

- ✓ Creation and Science: Competing or complimentary?
- ✓ What do religions say when life gets hard?
- ✓ What does it mean to be a Muslim in Britain?
- ✓ What difference does the resurrection make for Christians?
- ✓ What does it mean if God is holy and loving?
- ✓ Is it better to express your belief in arts and architecture or in charity and generosity?



Bilton Church of England Junior School

Assessment in R.E:

- Routine on-going teacher assessments are the means by which progress is monitored. Marking of books, observing pupils as they discuss and work, questioning children, taking a note of responses.
- To use broken down unit assessment blocks for coverage assessment. Children assessed in terms of W working towards, M Met and E Exceeded in specific areas.
- To use the scale of assessment level descriptions to make judgements on pupils' attainment. This is an 9- level scale based on Aspect Three: Exploring, Reflecting and Responding, integral to the syllabus as a whole.
- To report on pupils' attainment in annual end of year report.

Role of the Subject Leader

They will:

- Lead the development of R.E in the school
- Provide guidance for individual members of staff/ year group
- Be responsible for the maintenance and purchasing of R.E resources
- Plan for and monitor coverage, continuity and progression within the units of work. Implement all aspects of the monitoring policy.
- Take full advantage of being part of the cluster to share resources and expertise.

Pupils should have opportunities through the following elements to:

- a) Experience visits to places of worship so that they may begin to understand the special purpose of such places;
- b) See how periods of stillness and silence are used by some people in worship or meditation
- c) Engage through their senses with buildings, imagery, movement, music and artefacts so that they will begin to understand the ways in which light, colour, pattern, sound, tastes and smells may contribute to worship;
- d) Share their own experiences of worship, where appropriate, and that of others, of aspects of worship or meditation such as prayer, praise or offering, recognising that these are important experiences for some people;
- e) Be introduced to some of the purposes for which people pray or meditate;
- f) Begin to consider what people mean when they say 'God'.



Bilston Church of England Junior School

Links with other Subjects

There are several opportunities for cross curricular links with R.E during the year whereby knowledge, experience and understanding of other subjects can be drawn upon. As said previously the SMSC links can be made strongly through RE.

Equal Opportunities

Religious Education will be used in context to develop positive role models and to challenge stereotypes. Units of work will provide opportunities for all children, regardless of gender, race or religion to have equal access to all information and experiences. There are some issues that are particularly relevant to R.E. More information can be found in our Equality Policy. We are a 'No Outsiders' school and endeavour to work alongside the Equality Act of 2010.

- The diversity of religious belief and unbelief in society and amongst pupils is recognised and no assumptions of belief are made;
- There is avoidance of stereotyping in the portrayal of religious traditions. The diversity within traditions is shown;
- Similarities between individuals and traditions are emphasised but without compromising the integrity and distinctiveness of each;
- There is recognition that all traditions value tolerance and justice, and hope for the reconciliation of conflict.
- There is acceptance that individuals do not always live up to the ideals of the tradition they follow. Their failure leads to intolerance and oppression that does not spring from the tradition.

Special needs

Every pupil involved in religious Education at Bilston C of E Junior School will have opportunities to participate and have their achievements and experiences recognised and celebrated. Such participation will require appropriate differentiation for children with identified special needs. The teachers' knowledge of individual pupils and the application of teaching skills and abilities will provide such access.

The issue of physical access to places of worship should be addressed by teachers before taking pupils with special needs. This will not affect their desire/need to go and take part.



Bilston Church of England Junior School

Health and Safety

At all times the school health and safety policy is to be followed.