



Religious Education Policy

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Religious Education Curriculum Intent

Here at St. Peter's and Clifton Church of England Primary School, Religious Education (RE) is a core subject, linked to the foundation of the school, which teaches all pupils about Christianity and other religions and world views. This is to enable our pupils gain a greater understanding of the views and beliefs of people in our ever-changing world and understand their own sense of place within it. Religious Education is highly valued part of our curriculum and enjoyed by both pupils and staff. Learning in our Religious Education lessons helps us to live out and fulfil our school motto, **love each other deeply with all your heart**, (1Peter 1 :22) is at the centre of our vision and everything we do directly links the Church of England Vision 2016 and the Church of England's guidance, Valuing All God's Children. We will strive for excellence in all areas of our work and cherish every child in our care.

The Religious Education curriculum at St. Peter's and Clifton Church of England Primary School, aims to develop pupils' religious literacy skills and enable them to engage in meaningful and informed dialogue about their beliefs and those of others. Through a rich and meaningful curriculum, pupils will have the opportunity to develop a clear understanding of Christian beliefs and practices, whilst also developing their understanding of World Religions, beliefs and cultures so they are fully prepared for living within our multi-cultural society.

Philosophy & Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

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 inclusive character of our school, we would hope that all children admitted will participate fully in Religious Education, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.

Our school curriculum for Religious Education, also meets the requirements of the

1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the Reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors.

The Religious Education curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship. Our school Religious Education curriculum follows the Wakefield Agreed Syllabus for Religious Education, 2023-2028. The ERA states that the Religious Education syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Aims of Religious Education

The aims of Religious Education in Church Schools are underpinned by the “*Statement of Entitlement*” 2019 (see appendix 1)

- 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 enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Appropriate to age, at the end of their education in church schools the expectation is that all pupils are religiously literate, and, as a minimum, pupils are able 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;
- Engage in meaningful and informed dialogue with those of other faiths and none;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

It is essential that the Religious Education curriculum maintains a balanced approach of Learning about Religion (Attainment Objective 1) and Learning from Religion (Attainment Objective 2).

This can be expressed distinctively as:

AO1 – demonstrate knowledge and understanding of religion and beliefs.

AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence.

For example **(AO1) Learning about Religion**

This can be expressed in more detail and distinctively as, ‘We learn about’:

- How for Christians:
 - God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets.
 - God who reveals himself ultimately in Jesus, living on Earth, with his death and resurrection.
 - God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

(AO2) Learning from Religion

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living, which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith

The Impact of Religious Education

The impact of Religious Education in Church Schools on the lives of children is to offer children and young people an opportunity to:

- reflect theologically and explore the ultimate questions and challenges of life in today’s society.

- reflect critically on the truth claims of the beliefs in Christianity and principal religions.
- see how the truth of Christianity and principal religions are relevant today.
- understand the challenge faced by people of faith in today's pluralist and post-modern society.
- develop the skills to handle the sacred texts.
- recognise that faith is based on commitment to a particular way of understanding the world.
- begin to develop their own commitments, beliefs and values. develop a sense of themselves as significant, unique and precious.
- experience the breadth and variety of the Christian community and the respect for the principle religions studied.
- engage in thoughtful dialogue with other faiths and traditions.
- become active citizens, serving their neighbour.
- find a reason for hope in a troubled world.
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

It is entirely appropriate and necessary in today's world that children and young people should be encouraged to foster a respect for the followers of all world faiths and world views. It is essential that this respect is based on an accurate knowledge and sympathetic understanding of those faiths and viewpoints.

Therefore, Religious Education should help children and young people to:

- learn *about* a range of faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue.
- recognise and respect those of all faiths in their search for meaning.
- recognise areas of common belief and practice between different faiths.
- enrich and expand their understanding of truth while remaining faithful to their own tradition.

enrich their own faith through examples of holy living in other traditions

Teaching and Learning

As a Church School, Religious Education plays a fundamental role in the learning and development of all of our pupils. Therefore, we expect Religious Education lessons to regularly be delivered by a teacher or another suitably qualified member of staff (if deemed appropriate by the Subject Leader or Senior Leadership Team).

Religious Education should be taught for at least **one hour every week** and should follow the school's teaching sequence and the Horbury St. Peter's Teaching & Learning Model.

Teachers must ensure that effective teaching and learning of Religious Education and high standards are achieved throughout the curriculum, as staff ensure they plan and deliver inspiring and stimulating learning experiences for all children. Lessons should allow a wide range of activities and cover different ways of learning: storytelling, adult-led activities, child-initiated activities, respectful debating and meaningful discussions, dramatic performance and role-play, visits, use of artefacts/images, visitors and outside speakers, creative activities - interpreting religious artwork, use of music and instruments from different cultures and religions/composing their own hymns, use of key questions and exploration of self-awareness, inner feelings and emotions.

Teachers should promote a love for the subject and encourage children to ask questions to build their curiosity, in line with the ambitious, online Wakefield Agreed Syllabus 2023-2028 and the signposted curriculum support resources. Questioning should be used regularly and effectively throughout the teaching of all Religious Education lessons, to encourage pupils to make their own connections to the concepts and beliefs they are taught. Teachers are to use, and expect pupils to use, correct vocabulary in line with the MTPs (Medium Term Plans).

Pupils should complete work using a balance of independent, group and paired working, in line with the Horbury ST. Peter's Teaching & Learning Model.

Our Religious Education Curriculum reflects our school vision, mission statement and local context that *we promote happiness, self-regulation, high self-esteem and confidence, so we can be prepared to handle new situations and accept the challenges of life. Rooted in God's call to love each other and ourselves, welcoming and valuing everyone (as unique), exploring cultures and beliefs together.*

Therefore, Religious Education should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule.

- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity and principal religions studied.
- pupils from families of faith to talk openly about their beliefs and values in lessons and to grow in their faith.
- pupils from faith backgrounds to understand and be encouraged in their faith.
- pupils with no religious background to be given an insight into what it means to be a person of faith and be able to express their own views.
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Curriculum Delivery

Religious Education must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form.

At our school, the Religious Education curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship. Our school Religious Education curriculum follows the Wakefield Agreed Syllabus for Religious Education 2023-2028. The curriculum is written to reflect progressive key questions per year group. This is a spiral curriculum, in which key concepts are presented repeatedly throughout the programme of study but with deepening layers of complexity, and requirements to apply prior learning in new or differing contexts. The curriculum is split into 3 distinct areas of learning:

- Believing – children will learn about religious beliefs, teachings, sources of religion, develop questions about meaning, purpose and truth.
- Expressing – children will learn about religious and spiritual forms of expression and develop questions regarding identity and diversity
- Living – Children will learn about religious practices and ways of living and develop questions about values and commitments.

In line with *Wakefield Agreed Syllabus* for RE Long Term Plan (see appendix 3). At St. Peter's and Clifton Church of England VC Primary School our approach to teaching Religious Education also takes account of the best practice outlined by Ofsted for this subject area. Ofsted recommends that teaching should incorporate exploration of the 3 ways of knowing:

- Substantive Knowledge
- Disciplinary Knowledge
- and Personal Knowledge.

Curriculum Time and Balance

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 explicit Religious Education objectives, however organised, should be committed to the delivery of Religious Education. This should aim to be close to 10% but must be no less than 5% throughout all key stages.

Religious Education is timetabled weekly across the school, with teachers following the current suggested

timings:

- Reception: 50 minutes
- Years 1/2: 60 minutes
- Years 3/4: 60 minutes
- Years 5/6: 60 minutes

It is important to note the Religious Education entitlement is totally separate from requirements for collective worship.

Collective worship is not considered curriculum time for Religious Education or the teaching of Religious Education.

Assessment Recording and Reporting

Assessment in Religious Education will:

- Be directly related to the expectations of the Wakefield Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.

- Recognise the range of skills and attitudes which the subject seeks to develop.
- Be in line with the Horbury St. Peter's Feedback Policy.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents

Cross Curricular links with Religious Education

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' Spiritual Moral Social and Cultural development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship

Inclusion and Equal Opportunities

All children, regardless of ability, race or gender, are given full access to the Religious Education curriculum. St. Peter and Clifton Church of England VC Primary School endeavours to inspire and nurture all of God's children. Teachers provide lessons that are matched to the needs of the children and take into account individual needs, including those of SEND and EAL pupils. The use of carefully planned adaptations and responsive teaching will allow all children to engage with the lessons and respond appropriately.

Spiritual, Moral, Social and Cultural

Religious Education makes a significant contribution to children's Spiritual, Moral, Social and Cultural Development. Spiritual development within Religious Education potentially enriches and encourages pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development based on the teachings of religions offers students a secure foundation stone on which to make decisions and build their lives.

Social development enriches students' understanding of what it means to live in a multi-faith, multi-racial community where Jesus' command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of

Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people

Christian Values

Values are the basis of our personal development. They make us who we are. Christian values are at the heart of church schools: they shape every aspect of school life including the curriculum. Christian beliefs should permeate these values, providing the rationale for what we do and why we do it. In a church school the school's values are earthed in the wisdom and understanding of Christian faith, for it is the Christian tradition that gives these values content and the life of Jesus which gives them moral authority. In Religious Education Christian Values are highlighted within the curriculum and link to the Christian faith foundation of our school, its ethos and distinctiveness.

British Values

The fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are taught through worship and the planning and delivery of a broad and balanced curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all pupils. Religious Education makes a significant contribution to the promotion of these British Values, particularly respect and understanding for those of different faiths and beliefs. Religious Education lessons ensure that pupils have an appreciation of the culturally diverse society we live in. The celebration of a variety of festivals and national and religious events encourages pupils to research and discover similarities and differences between different religions and communities. Members of different faiths and religions are encouraged to share their knowledge to enhance learning during Religious Education.

The Role of the Religious Education Subject Leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure Religious Education provision reflects the Church of England *Statement of Entitlement*.

- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning inline with the Horbury St. Peter's Teaching & Learning Model and Religious Education and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in Religious Education.
- Monitor, analyse and question Religious Education assessments carried out by staff.
- Liaise with the Headteacher and Governors to feedback on the monitoring and impact of Religious Education across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the Religious Education budget and monitor Religious Education resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process for when visitors are invited into Religious Education lessons.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library, posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese and SACRE. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Health and Safety

Health and safety issues may arise in Religious Education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Displays

Classrooms will display appropriate vocabulary, Key religious literacy and work that the children have completed in line with the Horbury St. Peter's Display Policy.

Parental Rights to Withdrawal from Religious Education

Parents may withdraw their children from Religious Education as they may in any school and this opportunity **must** be described in the school information packs and on the website.

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that parents object to only some elements of Religious Education.

Appendix 1 Church of England Statement of Entitlement 2019 for Religious Education



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.'

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

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

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.

to read the full document: <https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

Appendix 2 Long Term Plan Wakefield Agreed Syllabus

Wakefield

Agreed Syllabus for Religious Education 2023-2028



to read and view the document follow the link:

<http://https://educationservices.wakefield.gov.uk> › [Pages](#) › [Download](#) › [5eeb349f-507c-4eb0-b1aa-2da5041ee219](#) › [PageSectionDocuments](#)