

Bishop Perrin Church of England Primary School

Religious Education Policy

Non-Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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“Religious Education 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. (Religious Education Statement of Entitlement February 2019)

1 INTRODUCTION

Bishop Perrin Primary School is a Church of England Voluntary Aided School. This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education (RE) and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school’s theologically rooted vision and associated Christian values. From this perspective of our foundation, we aim to enable children to develop spiritual understanding, to begin to comprehend what it means to be a person of faith, and to accept and value those whose commitments, values and ways of life are different from their own.

2. WHAT IS RE?

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the aims and objectives of Religious Education in church schools are:

- to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text;
- to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied;
- to engage with challenging questions of meaning and purpose raised by human existence and experience;
- to recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures, and places;
- to explore their own religious, spiritual, and philosophical ways of living, believing, and thinking.

3. CURRICULUM BALANCE AND TIME

Reflecting the school's trust deed or academy articles of association and 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. The LDBS syllabus is designed to have content that is 2/3 Christian and 1/3 other major world faiths.

Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4. At Bishop Perrin School, all classes study RE on a Thursday, in KS1 this lesson is at least 45 minutes long, in KS2 the lesson is at least one hour. This curriculum time is then supplemented by RE days where the whole school comes off timetable for a day to study RE objectives linked to a particular theme. These occur at least twice a year.

The time allocated for RE will be separate from the time given to Collective Worship.

4. LEGAL REQUIREMENTS

RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in Reception classes, but not those in nursery classes.

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.

Any pupil withdrawn from RE would be sent with alternative work to complete in a different classroom, under the supervision of that class teacher.

5. HOW WE TEACH RE

RE at Bishop Perrin School is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school's theologically rooted vision. Class teachers are responsible for planning and teaching their own class RE lessons. Any change to this stipulation is to be made in agreement with the RE Leader. Teachers use the LDBS units of learning but adapt them so that lessons are tailored for the needs of their specific cohort.

6. THE INTENT OF THE RE SYLLABUS

To enable all children to become religiously literate;

- To ensure RE enables all children to live life in all its fullness – Vision for Education (Church of England);
- To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
 - ability to be critical thinkers;
 - ability to engage critically with texts;
 - ability to ask deep and meaningful questions;
 - ability to make connections within and across religions and worldviews;
 - ability to reflect, respond and express their own religious, spiritual and/ or philosophical convictions;
 - ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

To offer units of learning that:

- are rooted in theological concepts, strong subject knowledge and content;
- offer a balanced curriculum which enquires into religions and world views through theology, philosophy and the human and social sciences;
- offer sequential learning both in terms of knowledge and skills across the primary age range.
- offer motivating, engaging and creative lessons for all children;
- provide opportunities for children to develop empathy towards people of similar or differing religious or world views to their own.

To ensure the teaching of RE supports and enhances:
the Christian vision of the school;

- contributes significantly to the spiritual, moral, social and cultural development of children;
- takes note of the Religious Education Church of England Schools – Statement of Entitlement;
- the Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

7 IMPLEMENTATION OF THE RE SYLLABUS

Units of work will be planned so that over the course of their time at Bishop Perrin School pupils will acquire knowledge and understanding of Christianity and the five other global faiths of: Hinduism, Islam, Judaism, Sikhi and Buddhism (based on the LDBS Scheme of Work). The children start their time at Bishop Perrin School by learning about the Abrahamic faiths (Christianity, Judaism and Islam) before moving on to the other world religions.

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, Philosophy or Human/ Social Science.

Investigate/ Explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:

- interpreting and analysing sacred texts;
- using challenging and controversial questions;
- extended pieces of writing;
- discussion which continually asks 'Have we gone deep enough yet?';
- children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc);
- grapple with complex theological concepts, questions and issues.

Evaluate/ Communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/ practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/ Express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

8 ACCESS TO THE CURRICULUM

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts, knowledge, and to flourish. All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

At Bishop Perrin School, we recognise that:

- a. Equality and justice for all people form a central concern for all religious education.
- b. Based on Christ's teaching, all the religious education in this school will ensure an understanding of the following principles that:
 - People have different lifestyles, beliefs and values but share a common humanity and are independent.
 - All people have a right to their own beliefs.
 - Respect should be shown to those of faith and those of no faith.
 - The diversity of the roles of both women and men in religion should be explored.
 - No one should be discriminated against because of a code of dress, diet or religious observances.

- A global perspective is necessary, as the experiences of a faith community in Britain may be different from those of the same faith elsewhere.
- Faith and culture are not one and the same and should be explored as separate concepts.
- That within any faith community there are different traditions, customs and practices.
- Stereotypes should be challenged and material explored for bias.
- The language used is not sexist or racist.
- Good practice in religious education will challenge discrimination and prejudice.

9 IMPACT OF THE CURRICULUM

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews (Religious literacy);
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum;
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions;
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices;
- Children will have developed a deeper understanding of what it means to live life in all its fullness.

10 ENVIRONMENT AND RESOURCES

RE 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 and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, to provide INSET for staff. All resources will be stored, 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.

We aim to provide a rich, stimulating and engaging environment in which RE can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum.

We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community.

Every class has a 'working wall' display of their RE work for that half term. This display will contain the Big Question for that unit in addition to all of the Learning Questions for that unit to follow. This display also contains a Bible timeline and appropriate vocabulary for that unit. This display will be added to on a weekly basis as the learning progresses and serves as a reminder to children about what they have learnt so far, in addition to enabling them to understand where their learning will take them in the future.

11 ASSESSMENT, RECORDING, MONITORING AND EVALUATION

RE at Bishop Perrin School is assessed in the same way that all other subjects (with exception to maths and English) are assessed. At the beginning of every unit, children complete a baseline assessment. This assessment includes all of the learning questions (taken from the LDBS syllabus) that will be asked during that unit. These questions are predominantly based on substantive knowledge but may also touch on theology, philosophy or human/social science. This assessment is then repeated at the end of the unit in addition to a further question which focuses on addressing theology, philosophy or human/social science. These assessments are marked by the teacher or, where appropriate, marked with support by the pupils. Marks from these assessments are then used to assess whether a child is working towards the expected standard, working at the expected standard or working at greater depth. This assessment is recorded on Integris and is updated by the class teacher at least termly.

The RE Leader moderates the standard of work in RE books on an annual basis at an LDBS RE Leader meeting where books are moderated against RE books from other schools within the diocese.

Standards and the quality of teaching and learning in RE are monitored and evaluated as part of our annual cycle of monitoring. The RE Leader is responsible for completing monitoring of books at least twice a year. In addition to this, there is an annual RE and Ethos Learning Walk, attended by Governors and a representative from the LDBS, which includes an RE Learning Walk. Pupil conferences for RE are also completed at regular intervals throughout the year.

Marking in RE books is in line with the whole school policy where light touch written marking is used but the start of the following lesson, where necessary, is used to address any misconceptions.

12 CONTINUED PROFESSIONAL DEVELOPMENT

RE is part of the annual cycle of CPD for staff with at least one staff meeting dedicated to RE each year. The school also has access to support from the LDBS and outside trainers, where possible, can be used to lead RE CPD. Class teachers are encouraged to speak to the RE Leader about any questions they have regarding RE which forms ongoing CPD. The RE Leader is responsible for training new members of staff in RE. New members of staff may also attend relevant training at

the LDBS. The RE Leader is responsible for attending termly subject leader meetings at the LDBS.

13 PARENTS AND CARERS

As a school we recognise that a partnership with parents/carers is essential to help children flourish. Half termly curriculum information for parents grids, including RE, are available on the school's website. The RE curriculum for the year is also available on the website. Parents are informed about how their child is performing in RE as part of their annual report.

14 ROLE OF THE RE LEADER

The subject leader will:

- ensure that all pupils receive their legal entitlement of Religious Education;
- ensure RE provision reflects the Church of England Statement of Entitlement;
- to keep up to date with developments in the area of RE through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools;
- to monitor and evaluate the planning, teaching and assessment of RE across the school in collaboration with the leadership team;
- to support staff in the teaching of RE across the school through team planning, teaching and moderation;
- to lead the review of the policies and impact of the syllabus on raising standards;
- to plan and lead INSET and CPD to build on the staff's knowledge and practice of effective RE teaching;
- to work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school;
- to regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document;
- oversee the RE budget and monitor RE 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 RE lessons.

Evaluation/Review

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every two years by the full governing body.