

# 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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<b>Date Ratified</b>	November 2023
<b>Ratification Level</b>	Teaching Staff
<b>Frequency of Renewal</b>	Every 3 years
<b>Policy Renewal Date</b>	November 2026

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## **1 INTRODUCTION**

Bishop Perrin Primary School is a Church of England Voluntary Aided School and so within this specifically Christian environment, we aim to provide Religious Education in accordance with the provision of the Trust Deed and Ethos Statement of the school. 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 AIMS**

1. Study Christianity within the Christian ethos;
2. Offer the means by which pupils can understand the influence of religion on people's attitudes to morality and life and death. This will involve, for example:
  - Considering the relationship between religious belief, personal commitment and moral values;
  - Exploring the spiritual aspects of human experience including the arts, the environment and personal relationships;
  - Gaining experience of people and places associated with different religious traditions
3. Seek to enable pupils to:
  - Develop an awareness of some of the fundamental questions about life and death raised by human experiences, and of how religions may relate to them;
  - Respond to such questions with reference to both the teachings and practices of religions, and their own understanding and experience;
  - Reflect on their own beliefs, values and experiences in the light of their study;
  - Develop a positive attitude towards other people, respecting their right to hold different religious beliefs and value systems from their own.
  - Have a broad foundational understanding of the primary beliefs of the major world religions.

## **3 PLANNING AND ORGANISATION**

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. Two thirds of the curriculum is focussed on Christianity, whilst the remaining third focusses on the other major world religions.

Units of work will be planned so that over the course of their time at Bishop Perrin pupils will acquire knowledge and understanding of Christianity and the five other global faiths of: Hinduism, Islam, Judaism, Sikhism and

Buddhism (based on the LDBS Scheme of Work). The children start their time at Bishop Perrin by learning about the Abrahamic faiths (Christianity, Judaism and Islam) before moving on to the other eastern religions. Every unit is structured around a 'Big Question' which is explored through smaller weekly questions (learning objectives).

Pupils will be given opportunities to:

- Name and describe the functions of key objects, symbols, people, places and events;
- Identify the key points in life stories of important religious figures;
- Talk or write about religions, identifying to which religion they belong;
- Show an understanding of what it means to be a person of faith, in terms of beliefs, practice and values;
- Explain some of the interpretation of symbols, stories and language used by believers;
- Recognise that different religions share similar features; e.g. beliefs, values, holy books and places of worship;
- Make simple comparisons based on key features;
- Understand the significance of the key teaching of the religions they have studied;
- Make comparisons between significant experiences of key religious figures and their own feelings and experiences;
- Understand why certain things are right and wrong and how moral values may be embodied in religions.
- Visit religious sites and places of worship to enhance their understanding.

#### **4 LEARNING ABOUT RELIGION**

- Religious belief and teaching
- Religious practice
- Religious language and expression

#### **5 LEARNING FROM RELIGION**

- Identity and Experience
- Questions of meaning
- Values and commitments

The Diocesan Board of Education recommends that Religious Education is taught for a minimum of 5% of curriculum time, which is in Key Stage 1 thirty six hours per year and in Key Stage 2 forty five hours per year. The time allocated for RE will be separate from the time given to Collective Worship. Parents have the right to withdraw their child from RE lessons.

The year group plans allow for appropriate breadth, depth, continuity and progression in the study of RE. Both a systematic and thematic approach to RE is included in the planning of units.

## **6 ASSESSMENT, RECORD KEEPING AND TARGET SETTING**

- a. The assessment, recording and reporting of pupils' progress in RE will be conducted in a way which is consistent with the school's policy. It will recognise that whilst knowledge can be assessed, there will be aspects of pupils' work which it would not be appropriate to assess. For example, it would not be appropriate to assess matters which pupils may wish to keep to themselves. This means that pupils should never be pressurised into disclosing personal or private information, and no assessment or judgement should be made of their willingness or unwillingness to do so.
- b. Assessment, recording and reporting of RE will:
- Help pupils to recognise the degree of progress which they have made in RE
  - Enable pupils to identify ways of improving their work
  - Provide information which is useful to the intended audience in language which can easily be understood (e.g. by pupils, parents, other teachers, other schools etc)
  - Ensure that pupils are actively involved in the process of reviewing their own work
  - Be manageable in the time available, make reasonable and realistic demands on teachers and minimises the amount of unnecessary duplication
  - Be conducted in the kind of positive, supportive and constructive climate which recognises the needs and anxieties of pupils
  - Be based on the range of types of assessment tasks which help pupils to continue to develop their understanding of the key elements of the RE Programmes of Study
- c. Class teachers will record progress for RE on a spreadsheet written by the LDBS. All children will be assessed against six areas of enquiry, these areas are the same for all year groups. These areas of enquiry link to the planning with each unit leading towards the assessment of two areas. Assessment in RE is completed at the end of each term with all of the six areas of enquiry assessed against several times by the end of the year. The areas of enquiry are:
- Beliefs, teachings, sources of wisdom and authority.
  - Ways of living.
  - Ways of expressing meaning.
  - Questions of identity, diversity and belonging.
  - Questions of meaning, purpose and truth.
  - Questions of values and commitments.

## **7 CROSS-CURRICULAR LINKS**

There are links to other curriculum areas in particular ICT through the use of religious software programmes. A variety of religious stories, posters,

symbols and artefacts are available on the interactive whiteboards. In Literacy, the use of story and books is very important in the study of RE. Speaking and Listening are also crucial strands.

## 8 BISHOP PERRIN SPIRITUAL VALUES

Where possible, during RE and other curriculum subject lessons, links will be made to the **Spiritual** Values which have been adopted by the school. Links can also be made during Worship and school mass. More information about the **Spiritual** Values can be found at:

<http://www.christianvalues4schools.co.uk/>

## 9 EQUAL OPPORTUNITIES

- 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.

## 10 RESOURCES

Resources for the teaching of RE are stored in the Resources Room. They are organised largely by religion and the materials available include the six world religions studied at the school. A list of all available resources can be found in the R.E. Folder on the Server.

Every classroom has a worship table/area which is covered with a drape and adorned with a Bible, cross, candle and a class prayer book.

## 11 MONITORING AND EVALUATION

### **The RE Leader will be responsible for:**

- Producing an agreed subject policy and Scheme of Work which are compatible with the school's overall curricular aims and which meet the statutory requirements;
- Providing advice to teachers on appropriate resources, training, teaching strategies and approaches to assessment;
- Developing an overview of the RE curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the school policy is put into practice;
- Co-ordinating the purchase, organisation and storage of appropriate RE resources;
- Monitoring approaches to assessment to ensure that there are a sufficient variety of tasks;
- Assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the RE policy and key stage plans as appropriate;
- Planning and taking part in the annual RE and Ethos Learning Walk with Governors and representatives from the LDBS;
- Keeping abreast of recent developments in the subject, attending relevant in-service courses and participating in the planning and delivery of school-based INSET and discussions.

### **Class teachers will be responsible for:**

- Participating in the collaborative development of RE schemes of work and lesson plans which meet the criteria agreed by the school and which ensure that pupils encounter a range of key entitlement experiences;
- Developing an appropriate number of learning tasks which can be used for assessment purposes and recording the outcomes of these using the system agreed by the school;
- Reporting to parents on pupils' progress in RE;
- Regularly updating the Class Spiritual and Moral Values Book with examples of high quality RE work, as well as examples of other activities that the children complete which contribute to their moral and spiritual development.
- Participating in the collaborative review of the effectiveness of the units of work.

RE is also monitored by the Governing Body through the work of the nominated Ethos Governor.