

Harby Church of England Primary School RE Policy

Expanding horizons, exploring potential, embracing faith

“Start children off on the way they should go, and even when they are old they will not turn from it.” Proverbs 22:6

EQUAL OPPORTUNITIES

INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

STATEMENT OF INTENT

Rationale/Aims for teaching RE

At Harby CE Primary School we aim that through the teaching of Religious Education will enable our pupils to...

“explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.” Leicestershire Agreed Syllabus 2021

IMPLEMENTATION

How RE is organised

RE is taught in accordance with the Leicestershire Agreed Syllabus 2021 and is delivered both as a discrete subject and part of topic work.

1. CURRICULUM CONTENT

Which Religions do we study in depth?

In accordance with guidance in our locally agreed syllabus for RE

In EYFS pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

In KS 1 pupils study Christians, Jews and Muslims

In KS 2 pupils study Christians, Jews, Muslims and Hindus.

Harby CE Primary RE Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4: Being special: Where do we belong?	F2: Why is Christmas special for Christians ? (UC: Incarnation)	F1: Why is the word 'God' so important to Christians ? (UC: God)	F3: Why is Easter special to Christians ? (UC: Salvation)	F6: What times/stories are special and why?	F5: What places are special and why?
KS1 A	L2: Who do Christians say made the world? (UC: Creation)	L3: Why does Christmas matter to Christians ? (UC: Incarnation)	L6: Who is Muslim and how do they live? (Part 1)	L7: Who is Jewish and how do they live? (Part 1)	L4: What is the 'Good News' Christians believe Jesus brings? (UC: Gospel)	L8: What makes some places sacred to believers?
KS1 B	L1: What do Christians believe God is like? (UC: God)	L7: Who is Jewish and how do they live? (Part 2)	L10: What does it mean to belong to a faith community?	L5: Why does Easter matter to Christians ? (UC: Salvation)	L6: Who is Muslim and how do they live? (Part 2)	L9: How should we care for the world and for others and why does it matter?
LKS2 A	L2.1 What do Christians learn from the Creation story? (UC: Creation/Fall)	L2.3: What is the 'Trinity' and why is it important for Christians ? (UC: Incarnation/God)	L2.9 How do festivals and worship show what matters to Muslim people?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4: What kind of world did Jesus want? (Christians : UC: Gospel)	L2.11: How and why do people mark the significant events of life?
LKS2 B	L2.2: What is it like for someone to follow God? (Christians) (UC: People of God)	L2.7: What do Hindus believe God is like?	L2.8: What does it mean to be a Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? (UC: Salvation)	L2.6: For Christians , when Jesus left, what was the impact of Pentecost? (UC: Kingdom of God)	L2.12: How and why do people try to make the world a better place?
UKS2 A	U2.2: Creation and Science: Conflicting or Complementary? (Christians) (UC: Creation/Fall)	U2.3: Why do Christians believe Jesus was the Messiah? (UC: Incarnation)	U2.8: What does it mean to be a Muslim in Britain today?	U2.9: Why is the Torah so important to Jewish people?	U2.4: Christians and how to live: 'What would Jesus do?' (UC: Gospel)	U2.12: Who does faith help people when life gets hard?
UKS2 B	U2.1: What does it mean if Christians believe God is Holy? (UC: God)	U2.11: Why do some people believe in God and some not?	U2.7: Why do Hindus want to be good?	U2.5: What do Christians believe Jesus did to 'save' people? (UC: Salvation)	U2.6: For Christians , what kind of king is Jesus? (UC: Kingdom of God)	U2.10: What matters most to Humanists and Christians ?

Key:
 = Christian Units (using UC = 'Understanding Christianity' Resources)
 = Hindu Units = Muslim Units = Jewish Units = Multi-faith Comparative Units

This outlines the two year rolling programme of study for children across all age ranges.

More detail about implementation of R.E. is outlined in the appendices 1,2,3,4 and 5.

IMPACT

Assessment and Recording of RE

This is in line with our school policy on assessment and recording and according to assessment guidance and materials provided by the diocese.

Their progress and attainment is categorised in the following way, using our school assessment system:

- [=] Meeting expectations
- [+] Above expectations
- [-] Below expectations

Arrangements for monitoring standards of teaching and learning in RE, including how RE contributes to the SIAMS School Self Evaluation

Our RE subject leader monitors RE within the school through analysis of assessment data and materials produced in books and photographic evidence on Seesaw.

Our subject leader is responsible for contributing to the Church school self-evaluation process by supporting the head teacher.

IMPLEMENTATION AND REVIEW DATE

This policy was approved and adopted for use on: ..Jan 22...
Signed:LMills.....

Appendix 1

Status of RE within our School Curriculum

Religious Education is unique in our school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Harby CE Primary School is a Church of England Voluntary Controlled school therefore we deliver RE in line with the Leicestershire Locally Agreed Syllabus 2021.

Also, as a Church of England Primary School, we reflect the fact that Religious Education is central to the Church of England's understanding of education and mission. 'The National Society Statement of Entitlement' outlines the following aims for RE in a Church of England School.

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages 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

Appendix 2

RE's contribution to other curriculum aims, SMSCD, the promotion of our schools' Christian values, the promotion of British values and Cultural Capital.

Spiritual, moral, social and cultural development

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Our school's Christian Values

RE has a vital part in contributing to the promotion of our school's distinctively Christian values. Making connections between the values and learning in RE brings about greater understanding of the values and how they can be put into practice across a range of experiences.

Below is a list our school's Christian values. These values are linked and promoted across all areas of our curriculum

Values

Following consultation of parents, staff, governors and children, the student council chose these six values as those which best describe the nature of our school:

Koinonia: As a small school we feel this value embodies us well. Older children look after younger children around school and especially at playtime. Members of the student council are voted on by their peers and are actively involved in the running of our school.

Thankfulness: Thankfulness is more than just being polite around school. It is recognising that God is at the centre of all that we do. Our children choose and lead the songs we sing in Worship and lead Grace before mealtimes. Our Peace garden provides a place for us to praise God in our own time and offer individual prayers to him.

Endurance: We recognise that sometimes life is difficult and painful, and that it is important not to give up in the face of adversity. It is the journey, not the end result that is important.

Compassion: At Harby we feel it is important to show each other care and respect. We welcome new members into our school family and ensure they are well looked after. We support each other through difficult times and celebrate each others achievements. Each year we hold a number of fundraising events on issues that are important to us and are developing close links with Dwelling Places in Uganda and Abbey Primary School in Leicester.

Friendship: We recognise the importance of friendship in our lives - true friendship allows each person to grow and ensures the uniqueness of each individual is celebrated. Knowing that God is our friend is at the heart of our Christian belief.

Peace: Peace is important to us, as it allows us time to reflect and creates a state of well-being. We aim to lead each other with wisdom, understanding and justice. Our Peace garden allows us to meet with God and accept his blessings.

British Values, Respect for All & Global Learning

RE makes an important contribution to a school's responsibility to promote British Values, Respect for All & Global Learning. It provides a key context to develop our pupils' understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

Cultural Capital

RE makes a vital contribution to the development of cultural capital for pupils.

<p><i>Experiences in RE that enhance cultural capital e.g:</i></p> <ul style="list-style-type: none"> • <i>Being able to explore the culture and values of different religions and worldviews</i> • <i>Receiving visitors from different faith communities</i> • <i>Visiting places of worship from different faith communities</i> • <i>Engaging with music, dance, drama and the arts inspired by religions and worldviews</i> • <i>Recognising expressions of religion and culture: food, symbols, dress</i> 	<p><i>Opportunities to demonstrate cultural capital eg:</i></p> <ul style="list-style-type: none"> • <i>Collaborative teamwork activities</i> • <i>Engaging in activities which enable our pupils to see, experience and use for themselves 'the best that has been thought and said' in religions and worldviews</i> • <i>Chances to participate in making cultural experiences that have lasting positive impact on our pupils e.g in performance of music, drama or worship</i>
<p><i>Our religiously educated pupils will develop life skills and competencies including:</i></p> <ul style="list-style-type: none"> • <i>The skills needed to navigate a society in which different cultures and religions are present</i> • <i>The skills of listening and dialogue which enable mutual understanding and respect</i> 	<p><i>The key life skills and competencies in cultural capital which our RE offers:</i></p> <ul style="list-style-type: none"> • <i>The ability to relate without embarrassment or fear to people who are different, being polite, showing interest and always avoiding negativity such as ridicule</i> • <i>The ability to make and enjoy a wide range of cultural 'products' such as art, music, dance, drama in the context of RE</i>

Appendix 3

Approaches to teaching RE

- RE has an important part to play as part of a broad, balanced and coherent curriculum to which all our pupils are entitled
- High quality learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus taking into account the need to offer breadth of content
- In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection
- Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities

Appendix 4

Responsibilities for RE within the school

As well as fulfilling their legal obligations, our governing body and head teacher also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- newly appointed teachers are provided with support offered by the diocese to enable them to become effective teachers of RE
- all teachers are aware of RE's contribution in developing our pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- all teachers are aware that they do not have to teach RE unless specifically appointed to do so but are also clear that RE forms a significant part of the promotion of our school as a church school.
- RE is well resourced, staffed and timetabled so that our school can fulfil our legal obligations on RE and pupils can make good progress

Appendix 5

The right of Withdrawal from RE

At Harby CE Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience (School Standards and Framework Act 1998 S71 (3)) However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PHSE.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at the school.

Managing the right of withdrawal

- We will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- We will ensure that parents are aware of our learning objectives and what is covered in the RE curriculum and they are be given the opportunity to discuss this, if they wish.
- We will review such a request each year, in discussion with parents.
- The use of the right to withdraw is at the instigation of parents and it must then be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Where parents request that their child is withdrawn, their right will be respected, and where RE is integrated in the curriculum, we will discuss the arrangements with parents or carers to explore how the pupil's withdrawal can be best accommodated.
- If pupils are withdrawn from RE we accept our duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE can be provided at our school, or the pupil can be sent to another school where suitable RE is provided if this is reasonably convenient.

- If neither approach is practicable, outside arrangements will be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA SACRE is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.