



**Respect**

**Creation**

**Fellowship**

**Wisdom**

**Hope**

# ARCHBISHOP BENSON C of E SCHOOL



## R.E. Policy

**Chair of Governors**

**Mandy Hoare**



## 1.0 Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils. Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

### Vision:

With **fun and learning**, **hand in hand**, **all things are possible**.

"**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

### Values:

**RESPECT**

**CREATION**

**FELLOWSHIP**

**WISDOM**

**HOPE**

### School Aims:

To help fulfil this vision the school has the following aims:

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

## 2.0: Rationale

RE has a very high profile within the Archbishop Benson CoE School curriculum and learning activities provide fully for the needs of all learners. Learners will be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. We believe that attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.

- Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

*(Religious Education the non-statutory national framework)*

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to spiritual, moral, social and cultural development. *(Agreed Syllabus')*

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Archbishop Benson Church of England Primary School.

### **3.0 The Spiritual Moral, Social and Cultural Development of Children**

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral, social and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Religious Education plays an important role, along with all other curriculum areas in the SMSC development of our pupils. What children learn about others and themselves in RE and across the national & wider curriculum, they can apply in their daily lives.

### **4.0 Legal Requirements**

Archbishop Benson CoE Primary School is a Church of England school, therefore Religious Education must be taught in accordance with the Trust Deed and should reflect the rites, practices and beliefs of the Church of England. The governing board is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education subject leader on a daily basis.

Following the Diocese of Truro advice for Religious Education, and the Statement of Entitlement 2016, teaching about the Christian faith will take up no less than 60% of RE curriculum time and will use materials that will encourage theological literacy such as "Understanding Christianity".. For the teaching and learning about other World Faiths the school will follow the locally agreed syllabus.

Religious Education will be allocated for not less than 5% of the weekly teaching timetable.

### **5.0 Withdrawals**

Parents have a right by law to withdraw their child(ren) from the Religious Education curriculum. It may be that a parent might ask that their child could be wholly or partly excused from attending a particular RE lesson or activity within the school,

There is an expectation that parents wishing to request a withdrawal will meet with the headteacher to discuss their concerns and requirements. It may be helpful to establish:

- The element(s) of RE which the parent objects to their child experiencing/exploring
- Any possible misconceptions
- The practical implications of withdrawal.

The school would always

Where parents make a definite decision to withdraw their children from RE, the school will comply and seek to respond positively to such requests and will endeavour to make reasonable adjustments providing:

- Such arrangements can be made at no additional cost to the school
- That the alternative provision would be consistent with the overall purposes of the school curriculum as set out in the Education Acts

In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety but will ask parents to provide alternative work, ideally work related to own their world religion or world view to balance the amount of lost RE & worship time that the child(ren) will experience.

### **6.0 Our whole-school approach to Religious Education**

At Archbishop Benson CoE School, we believe that there should be no presumptions made as to the religious backgrounds and beliefs and values of the children. All staff are expected to work together to achieve our aims, guided by our vision statement. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with dignity, respect and sensitivity and we value the links that can be made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry, the answering of 'big questions' and first-hand experiences wherever possible for both staff and children. The

syllabus is implemented in school by means of a highly sensory approach, where children may look at and handle religious artefacts, hear religious music or taste food from a religious tradition. Work in Religious Education builds on the pupils' own experiences and uses contemporary issues to stimulate discussion.

## **7.0 Guiding Principles**

At Archbishop Benson CoE Primary School we aim for all our pupils, by the end of Year 6 and appropriate to their age related expectations, to be religiously literate and as a minimum for our pupils to be 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.

## **8.0 Policy aims**

The purpose of teaching Religious Education at Archbishop Benson Church of England Primary School is to:

- 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. .

## **9.0 Entitlement**

- The children's entitlement is based upon *The Statement of Entitlement 2016* (CofE Education Office)
- In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example, sometimes it may be more appropriate to teach some areas of the Religious Study programme as a block, rather than as weekly lessons.
- Religious Education in our school is organised using a whole school overview or long term plan. This lays out which units, or themes, should be studied by each year group. The content of Religious Education curriculum draws on the Cornwall Agreed Syllabus and is set out in modules devised by the RE Co-ordinator. The following world religions are studied. • Christianity (taught through Understanding Christianity) • Judaism • Hinduism • Sikhism • Islam

Wherever possible all children will learn from primary source material; will be taken on trips to places of worship & will meet outside speakers representing their beliefs.

## **10.0 Effective teaching and learning about Religions and World Views**

Learning in Religious Education may be by means of direct teaching to the class or small groups: by providing direct hands-on experience with RE resources, such as photographs or artefacts; by teacher-prepared materials such as worksheets; through stories, poetry, drama; through trips and visitors.

As a Church of England school, we have a duty to provide accurate knowledge and understanding of religions and world views.

#### 10.1 We aim to provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

#### 10.2 We aim through our teaching

- To provide a course of Religious Education appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

#### 10.3 We aim to encourage children in our school

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

### **11.0 Implementation**

- Religious Education will be taught throughout the school, mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Religious Education will include visits to local churches such as Truro Cathedral, St Clements Church & Truro Methodist Church, and other places of worship.
- A variety of teaching approaches are encouraged:
  - ◇ Teacher presentations, role play and story telling.
  - ◇ Questions and answer sessions, discussions and debates.
  - ◇ Individual and group research.
  - ◇ Photographs, pictures and maps
  - ◇ Use of IT, film, podcasts, radio, websites, newspapers to research and communicate ideas.

- Mind-friendly strategies will support teaching and learning as appropriate.
- Progression will be guided by the syllabus and schemes of learning that the school uses
- Religious Education may be integrated with other subjects as appropriate for example IT, History and PSHE.
- Religious Education resources will be reviewed and updated regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- INSET will be included with the Strategic School Improvement Plan. External INSET will reflect budgetary priorities and constraints.

## **12.0 Planning**

### 12.1

- Long term planning documents for each year group are found in the Religious Education folder on the school server, and are available to all members of staff. These long term plans outline the RE topic areas, key questions & a brief outline of the area of study.
- Using the LTP documents, the Understanding Christianity scheme of work and Cornwall's RE syllabus, detailed medium term plans are drawn up for each half term, which include key questions, details of activities and differentiation.

### 12.2 Links with Other Subjects

Religious Education has natural links with other areas of the curriculum including English, Geography, Music, Dance, History and Art. It is also linked to the way in which the school organises its Collective Worship. For example, during the variety of forms of collective worship there will be:

- time given for the members of the school community to reflect;
- opportunities for spiritual development,
- a particular Religious Education theme may be developed;
- class teachers may use their year-group theme as part of an act of worship in the classroom;

Religious Education also provides opportunities for teaching the following cross-curricular dimensions: Equal Opportunities, British Values, Personal, Social and Health Education.

## **13.0 Assessment, Reporting and Record Keeping**

- All pupils will be assessed based on our RE assessment procedures and the guidance offered by the Local Agreed Syllabus and Diocesan advice. Children's work is evaluated and assessments for each child are carried out at agreed points in the academic year.
  - RE units are assessed termly, assessing a key objective for the units of work studied in that term. These assessments are stored within the Religious Education folder on the school server.
  - EoY RE assessments are made in each year group, using a skills overview sheet (created from Archbishop Benson CoE School's RE Progression of Skills matrix. These assessments are also stored within the Religious Education folder on the school server.
- These assessments will inform future planning/assessment; reporting to parents and curriculum monitoring by the RE Lead and the Headteacher.
- Individual Pupil Progress is monitored by class teachers and data is stored in the Religious Education folder on the school server.
- Samples of work are kept by the Religious Education Lead Teacher.
- Summative end-of-year RE assessments are made and included in EoY pupil reports to parents.

- **Long Term Planning** is informed by guidance offered by the Diocese, the Agreed Syllabus and The Church of England's Education Office

#### **14.0 Resources**

A range of reference materials for Religious Education are available comprising books, curriculum resources, online materials and website links. RE resources boxes containing artefacts and other topic materials are currently stored in the staffroom.

#### **15.0 Special Educational Needs.**

Children with special educational needs and disability will work alongside the other children in RE lessons as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimise inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities.

#### **16.0 Staff development and training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development both as individuals and as groups or teams. Our RE provision is an integral part of our annual School Improvement & Development process and internal CPD is outlined within our annual SIP/SDP plans. School based CPD can range from supporting staff with theological concepts within "Understanding Christianity" through to the use of class floor books to demonstrate RE learning outcomes in a variety of non-written forms.

The school liaises closely with the Diocese of Truro to engage in external CPD ranging from SIAMS Framework training through to RE Hub network sessions and Headteacher Reflection Days.

#### **17.0 Monitoring and Evaluation**

- The Headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the Headteacher by:
  - Ensuring the development of Religious Education as a subject throughout the school.
  - Receiving, processing and responding to any written RE-related information, communication and materials which arrive in school
  - Monitoring RE coverage through long, medium & short term planning.
  - Monitoring RE provision, progression and outcomes through lesson observations, work scrutinies, pupil conferencing, learning walks and class drop-ins
  - Keeping a file of examples of work to demonstrate continuity and progression.
  - Managing the purchase, storage and allocation of resources.
  - Keeping up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
  - Being aware of staff development needs and coordinating and encouraging continuing professional development.
  - Attending Diocesan RE Training and other RE conferences and meetings such as LTRE when possible.
  - Facilitating the sharing of good practice & leading by example in his/her own classroom practice.
  - Being responsible for drawing up an action plan for Religious Education. This will be an annual plan, linked to the SIP/SDP and should be informed by this policy.
  - Ensuring that the SIAMS SEF remains up-to-date

### **18.0 Links to other policies and documentation**

We ensure that the principles for collective worship are reflected and applied in our policies and practice including those that are concerned with:

- Collective Worship
- SMSC Development
- PSHE & SRE
- Behaviour for Learning

We also ensure that information about RE is included on the school website.

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.

### **19.0 Policy review**

This policy will be reviewed every two years from the date below. Designated governors will monitor the RE policy along with the SMSC & RWS Leads to look at its effectiveness and impact. In reviewing the policy it will consult the following groups:

- parents
- staff
- pupils
- Diocese

Date of (re)adoption: February 2020

Date of review: February 2022

