



# Baslow St-Anne's Church of England Primary Religious Education Policy



*Growing healthy minds and hearts together*  
"Life in all its fullness"



Version/ Issue	Date	Author	Minute No.	Reason for Change
1	November 2014	M Clark		
2	3/11/17	M Clark		Reviewed under Derbyshire revised syllabus
3	March 2019	M Clark		Updated with Understanding Christianity
4	February	M Clark	04/CS/0322	No change

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life and embed our core Christian values of: respect, kindness and diversity.

#### Aims and purposes of RE:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at Baslow St. Anne's Church of England Primary
- Prepare pupils for the opportunities, responsibilities and experiences for their next step in life and beyond
- Inclusive for all children; all beliefs or non-belief

At St. Anne's C of E Primary School, we develop the children's thirst for knowledge and understanding of Christianity, and we address the fundamental questions in life. We also teach children about other world religions and beliefs, to increase their respect and understanding of different, religions, faiths and cultures. We aim to enable pupils to participate in on-going search for wisdom, through exploring questions raised by human experience and answers offered by exploration of the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal and spiritual development.

Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

This is set out in the Derbyshire's Agreed Syllabus 2014:

Attainment Target 1: learning about religion and belief

Attainment 2: learning from religion and belief

RE at Baslow St. Anne's Church of England enables pupils to achieve these aims by:

- Provoking challenging questions about any 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
- Developing pupils' knowledge and understanding of Christianity, other principle religions, other religious traditions and other world views that offer answers to questions such as these.
- Offering opportunities for personal reflection and spiritual reflection
- Enhancing pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families and communities and cultures.
- Encouraging pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of
  
- Challenging pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- Enhancing pupils' spiritual, moral, social and cultural awareness
- Encouraging pupils to develop their sense of identity and belonging
- Encouraging and nurturing our pupils to flourish individually within their community and as a citizen in a pluralistic society and global community
- Encouraging and nurturing our pupils to develop respect for and sensitivity of others, in particular those whose faith and beliefs are different from their own
- Promoting discernment and enabling pupils to combat prejudice
- Enabling opportunities to explore British values, what makes us British and issues of radicalisation

### The legal position of religious education

RE is a core subject of the new National Curriculum for all pupils. Our school curriculum for religious education meets the requirements of this and the Education Act 2002, where it states that: 'Religious Education should be provided for all registered pupils except for those withdrawn at the request of the parents. This will include school children in Reception...'

RE must 'reflect the fact that the religious traditions in Great Britain are, in main, Christian while considering of the teaching and practices of other principle religions represented in Great Britain.'  
(Education Act 1998 & School Standards and Framework Act 1998)

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 and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the LEA's Revised Agreed Syllabus 2014.

Parents who want to withdraw the child/ren from RE should:

- Discuss with the headteacher
- Put it in writing to the headteacher which will be minuted at the FGB meeting

The contribution of RE to wider school aims and ethos:

RE plays a significant role in the personal development of children and young people. At its heart is the intention to enable our children to become religiously educated in order to face the demands of a contemporary world. It fosters respect and social cohesion and helps our children to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging.

RE plays an important part in promoting the spiritual, moral, social and cultural development of our children, making a unique contribution their spiritual development in particular by:

- Developing awareness of fundamental questions of life raised by human experiences and how religious teachings and other beliefs can relate to them
- Responding with reference to the teachings and practices of religions and other beliefs, relating to own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study
- Developing positive attitudes of respect towards other people who hold views and beliefs different from their own and towards living in a society of diverse religion and belief.

### Teaching and learning style

We base our teaching and learning style in RE on the key principle that solid good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage

children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Christmas, Easter, etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious' faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals.

In the process of exploring religion and belief, RE seeks to develop the ability in our children in: investigating, interpreting, reflecting, evaluating, empathising, analysing, synthesising, applying, expressing, discerning. RE also encourages the development of: self-understanding, respect for all, open-mindedness, curiosity and wonder, commitment, fairness, critical-mindedness and enquiry.

### Curriculum planning in Religious Education

We plan our religious education curriculum in accordance with the LEA's Revised Agreed Syllabus 2014, which is underpinned with the Understanding Christianity resource for the Christian element of the scheme. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

### Organisation

Religious Education is divided into two attainment targets:

1. Learning about religions and beliefs (Religious Perspectives). This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.
2. Learning from religion and beliefs (Human Experience). This includes exploring and responding to questions of identity, belonging, experience, meaning, purpose, value, commitment and spirituality.

#### Time Allocation:

Key Stage 1: 36 hours of tuition per year eg: 50 minutes per week (This will include time spent preparing, rehearsing and performing at Church Services);

Key Stage 2: 45 hours eg: 1 hour per week (This will include time spent preparing, rehearsing and performing at Church Services).

Time may be blocked in RE themed days or weeks

#### Foundation Stage

As Class 1 is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

#### Teaching Religious Education to children with additional needs

In our school we are passionate about the inclusion for all and we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

#### Inclusion

We want all children, all beliefs and none belief, to fully participate in RE.

#### Assessment and recording

The assessment of attainment in RE in Derbyshire will be based on the expected outcomes expressed in the levels. The levels relate to the two attainment targets: Learning about religions and beliefs (AT1) and Learning from religion and belief (AT2). Teachers should become familiar with these attainment targets and level descriptions and make use of them in the following ways:

□ as a planning tool to help them gauge whether their own expectations are realistic and sufficiently challenging to enable pupils to make progress in RE

□ to provide the basis for making judgements about pupils' performance at the end of each key stage.

It should be remembered, however, that in most cases the levels statements do not attempt to represent all aspects of teaching and learning in RE, only those which can be tracked in a consistent and useful way.

For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.

The two attainment targets are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets.

Planning must identify intended learning outcomes matched to the Agreed Syllabus requirements. These provide the goals of learning and enable the teacher to identify what pupils know, understand and can do as a result of their learning in RE. These should be shared in an appropriate way with pupils.

We assess children's work in religious education by making informal judgements as we observe them during lessons through the use of AFL. We mark a piece of work once it has been completed and we comment as necessary. RE may not always be carried out with written evidence, eg: discussion and debate, drama, through use of song and singing etc. The use of photographs /filming may be used as a tool to record and form part of assessment if required. Assessment is to do with making judgements about pupils' achievements in the broadest sense. Through their experience of RE pupils will develop knowledge, understanding and a range of skills. Assessment involves planning opportunities to:

- observe and analyse pupils' responses;
- monitor and raise achievement;
- feedback recognition of achievement and advise on how to improve

Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units, with Understanding Christianity as our main resource for this area. We keep resources for religious education in a central store where there is a box of equipment for each major religion. There are also teaching books to assist in planning and gaining subject knowledge. We have a bank of bibles kept in the Library and Collective Worship table.

The use of outside resources such as: The Derby Open Centre, Derbyshire's Library Service and our local church St. Anne's will be utilized when needed.

### Monitoring and review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. The subject leader is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The Head teacher liaises with the Foundation Governors and Key Role Governor for RE on an annual basis to provide an assessment of how R.E. is being taught in school and future areas of development. These would be implemented within the School Improvement Plan when needed.

**Reviewed and written by M Clark**

**November 2014**

**Reviewed November 2017**

**Reviewed March 2019**

**Reviewed February 2022**