



Living Life in all its Fullness - John 10:10

KIRK FENTON CE PRIMARY SCHOOL

Religious Education Policy

February 2020

Our Vision

Rooted in Christian belief, our vision for every member of this school community is to feel valued and respected, regardless of age, gender, sexuality, race, faith, belief or ability. Through developing a love of learning, each individual will have the opportunity to reach their full potential and aspire to become the person they were born to be. The school's religious education policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The purpose of religious education is to enable children to learn about religions and to learn from religion.

Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven. Matthew 5:14-16

Rationale

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10).

It helps 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)

Introduction

At Kirk Fenton school, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the North Yorkshire Agreed Syllabus and supplement our teaching with Understanding Christianity. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant Christian theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with our school vision, and support for pupils' spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims and objectives

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Our curriculum helps children:

- 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.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy Helping children and young people hold balanced and well informed conversations about religion and belief.
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

Pupils are entitled to expect that at Kirk Fenton school, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.

Time Allocation.

At Kirk Fenton, RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is **a minimum allocation of 5 percent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

The time allocated for teaching RE at Kirk Fenton Primary School is:

EYFS	50 minutes a week/36 hours of tuition per year
KS1	1 hour a week/36 hours of tuition per year
KS2	1.5 hours a week/45 hours of tuition per year.

Collective worship is not considered curriculum time for RE or the teaching of RE.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy.

It has been written according to the North Yorkshire Agreed Syllabus with additional units from Understanding Christianity.

EYFS	Themes emerging from EYFS Framework
KS1	Christians and Muslims or Jewish people.
Lower KS2	Christians, Muslims, Hindus and Jewish people.
Upper KS2	Christians, Hindus and/or non-religious beliefs

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

Visits and visitors

We have a strong partnership with the local Anglican and Methodist churches, in the village and faith leaders and other members of the community regularly meet with children and are involved in the teaching of RE. We use this valuable resource for all classes.

Our aim is for all pupils to have the opportunity to visit different places of worship and to have regular visits from representatives of different faith backgrounds.

Role of the RE subject 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.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- There is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.
- To continue to coordinate RE network meeting with the RE alliance within the MAT.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the North Yorkshire syllabus and our own Kirk Fenton framework.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.

- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 4 years, and then be fully reviewed by all staff and governors. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development. This will be in line with SIAMS and OFSTED guidance about self-evaluation and review.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings.

Resources

We have a range of resources to support our RE teaching, that we continue to develop. Religious education 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, CDs, DVDs and artefacts. We maintain a RE story shelf in the library, which offers many stories from different traditions. The school makes use of guidance material produced by the SACRE / Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be 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. A regular audit of resources takes place by the RE subject leader in order to update our collection

