



## Religious Education Policy

### Grayrigg VA Church of England Primary School

#### School's Vision Statement

Let us make mankind in our image (Genesis 1:26) meaning every unique individual child/human is valued and loved by God (whatever their beliefs they are loved and valued as part of humanity)

**Ensure every unique child and adult is able to flourish by...**

- **Inspiring them all to reach further than they ever thought they could** in all they do academically and personally.
- **Inspiring them all to look beyond what they already know**, encouraging children to have confidence to explore beyond their own experiences.
- **Inspiring them all to be confident to lead**, having the confidence and courage to be the change and know that "what just-is, is not always justice".
- **Ensuring we have created a place of true belonging** so everyone's physical and emotional needs are met and all can flourish.

## Our vision for Religious Education (RE)

At this school, RE expresses and strengthens our vision, ethos and values that are at the heart of what we aim to do in every aspect of school life that offers human flourishing for all. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

In Grayrigg Church of England School where pupils and staff come from different faiths and none, RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. There is '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. (Statement of Entitlement 2019)

The school provides an RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to 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 studied. We aim to provide suitable learning opportunities that match the needs of all children. This includes providing relevant support, differentiated activities and a range of teaching and learning styles within lessons.

Pupils are encouraged to know about, understand and respond to the ultimate questions of life and ethical issues. Our curriculum inspires pupils to explore, develop and affirm their own faith/worldviews and values whilst having respect for the faith, beliefs and values of others. We are committed to education for wisdom, hope, community and dignity.

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion;
- Key beliefs and teachings, practices;
- Impact on the lives of believers and communities;
- Different ways of expressing beliefs, teachings and practices;
- Developing pupil skills of interpretation, analysis and explanation in relation to religion;
- Pupils' communication of their knowledge and understanding using specialist vocabulary;
- Pupils reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment; and
- Development of religious literacy.

## Aims

In keeping with the expectations set out in the Statement of Entitlement, the aims of RE **in this school** are:

1. To enable pupils 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.
2. To enable pupils to know and understand about a range of religions and worldview appreciating diversity, continuity and change within the religions and worldviews being studied.
3. To facilitate pupils' engagement with challenging questions of meaning and purpose raised by human existence and experience.

4. To enable pupils 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.
5. To encourage pupils to explore their own religions, spiritual and philosophical ways through living, believing and thinking.

## Legal Framework

**As a voluntary aided school, we are required by law to provide RE in accordance with our trust deed.**

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. As this subject is central to the life and identity of Grayrigg Church of England School, we ask parents to discuss with the head teacher any reasons they might have for doing this. We aim to provide a quality RE curriculum that can be sensitively and appropriately taught to all pupil, by all staff. We ask that requests for full or partial withdrawal from RE should be made in writing to the headteacher.

## Teaching & Learning

RE is an academic subject that has a high profile in our school curriculum. It is given priority by leaders, including governors, who ensure that the teaching and resourcing of RE is comparable with our 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;
- 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;
- provides meaningful and informed dialogue with a range of religions of worldviews;
- reflects a good balance between the disciplines of theology, human science and philosophy;
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is diverse;
- 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;
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs;
- is adapted to ensure **all** pupils make progress and flourish.
- Long term plans for RE ensure that there is continuity and progression for all pupils.
- RE is planned with inclusion for all children which is in line with the Belonging Policy, unless parents have requested they are withdrawn.
- RE has protected time.
- Wherever possible, links are made between Religious Education and other curriculum subjects but never at the detriment to RE.

In addition to providing RE in accordance with our trust deed we use the Understanding Christianity and the Carlisle Diocese units of work.

We also use resources created by Imran Kotwal, Grayrigg's Islamic Studies Advisor with an annual cost of £40 per year.

There are clear learning outcomes for all units of work, based on the appropriately high expectations we have for all our pupils. Our RE curriculum is sequential and builds on prior learning which ensures that there is continuity and progression for all pupils as they move through school.

## Curriculum balance and time

In this school the faith/worldviews taught in RE are:

- EYFS Christianity and other celebrations
- KS1 are Christianity and Islam
- KS2 Christianity, Islam and Hindu Dharma

RE has at least 5% of curriculum time i.e. 50 minutes per week in the foundation stage and key stage 1 increasing to 1 hour per week in key stage 2. The Mighty Oaks also provide Experience days every term focusing on Harvest, Easter, Ascension, Christmas, Christingle/Candlemass and Pentecost. Open the Book visit school weekly and Reverend Tricia conducts a weekly worship in school and the children read a bible story each week.

In line with the school's Belonging Policy RE enables the children to celebrate diversity with a respectful and secure understanding of all members of our human family- understanding the beliefs and practices beyond and including their own. In line with the statement of entitlement at least 50% of RE teaching is Christianity as a Church of England school. However, we recognise the lack of diversity within our locality and work to ensure our children's learning in RE prepares them to be compassionate and just citizens. This is reviewed annually, considering the beliefs of children and families within our school. The RE lead keeps a record of any changes to teaching percentage which is agreed with the Headteacher and governing body

A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship and other places of interest and cross school ethos work where children explore themes of Wisdom, Hope, Community and Dignity.

*Please note that whilst these are our core religions we also cover other world religions- as our locality lack diversity of religions- we feel children MUST encounter more than three different religions when they leave Primary School to avoid ignorance and as part of the school commitment to the Prevent agenda.*

Allocated curriculum time is only ever spent on RE related learning. Collective worship is timetabled separately.

### **Spiritual, Moral, Social and Cultural Development/ British Values**

- RE is a key opportunity to develop morally, spiritually, socially and culturally. We invite pupils to reflect on their personal responses to issues and consider respectfully those of others.
- We encourage children to consider the answers offered by faith and other groups to questions of meaning and purpose and problems within societies as well as their own experiences
- RE also strongly supports the school's citizenship work by introducing pupils to the significance of belonging to a community, diversity within communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice. This includes work on British values of *democracy, the rule of law, individual liberty and respect.*

### **Health and Safety**

Health and safety issues may arise in RE on a number of occasions for example, when pupils:

- Handle artefacts
- Consume food
- Visit places of worship and other places of interest

Teachers will confirm the guidelines in the school's health and safety policy in these circumstances.

### **Recording, feedback and Assessment**

#### **KS1**

Work is recorded in a floor book which includes children's work where appropriate and input by the teacher, photos and children's comments. Any drama or spoken word is recorded and saved to Tapestry from September 2023 under RE for both EYFS and KS1.

The children are assessed using an assessment ladder which is completed at the end of each topic. Any pupils that have shown a flare for RE this is recorded on the assessment ladder. Feedback is given orally to pupils during each RE lesson

## KS2

All lessons are created on Google Classrooms to ensure that RE is taught in accordance with other subjects in KS2. Work produced is recorded in the classroom and any spoken word or drama is recorded on ipads and then uploaded onto the classroom. Feedback is given orally or via classroom when they have produced a written piece of work. Vocabulary of words discussed to ensure understanding and repeated throughout topics to consolidate learning. Etymology of words are discussed to ensure understanding (ascension, ascender in handwriting, going up; resurrection, resuscitation, rise again). RE is teacher assessed in both KS1 and KS2.

Teachers will:

- Identify development in the different areas of learning in the subject beyond the acquisition of factual knowledge;
- Recognise the range of skills and attitudes which the subject seeks to develop;
- Employ well-defined criteria against which to measure progress and achievement;
- Ensure that pupils are involved in understanding their next steps;
- Enable effective tracking of pupils progress to identify areas of development in pupils knowledge and understanding, as well as whole school areas for development; and
- Provide accurate reports to parents/carers.

## Leadership & Management

The teaching, assessing and resourcing of RE subject leader (in collaboration with all teachers ) to ensure that statutory requirements and those set in the Statement of Entitlement are met.

The RE subject leader: Cass Alnsworth

- Will support and regularly monitor the subject across the school for its strengths and areas of development in line with SIAMS and Ofsted guidance about self-evaluation.
- Undertake relevant and regular CPD to keep their subject knowledge and expertise up to date, and to ensure that staff receive appropriate training for the teaching and assessment of RE;
- Report regularly to the governing body so that everyone has an overview about progress and outcomes in RE.
- Ensure RE provision reflects diocesan advice and recommendations.

## Review

There will be a review every three years of this policy. Its impact will be monitored by the RE leader, together with senior leaders and governors. This will include discussions with pupils, other members of staff, observing teaching and monitoring of children's work. Evaluation of teaching plans will form part of any review. The outcomes will influence the school development plan.

**Date: 11.07.23**

**Approved by Full Governing Body**

**Signed:**

**Chair**

**Review date: May 2026**