



**PORTSMOUTH AND WINCHESTER
DIOCESAN ACADEMIES TRUST**



Religious Education Policy

Date Agreed: March 2021

Review Date: March 2022

Signed: _____

Chair of Governors

**Portsmouth and Winchester Diocesan Academies Trust
St Blasius C of E Primary Academy**

Religious Education Policy

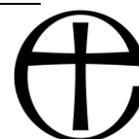
Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	November 2018	CW	TCP	Updated RE curriculum overview
2	March 2019	CW	TCP	Reviewed policy
3	May 2019	CW	LGB	Minor changes from R.E lead/TCP wording changed to LGB
4	March 2020	CW	LGB	Reviewed policy
5	March 2021	CW	LGB	Reviewed policy



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Portsmouth & Winchester Diocesan Academies Trust, a company limited by guarantee.
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Background:

Portsmouth and Winchester Diocesan Academies Trust are the sponsor of St Blasius C of E Primary Academy. As an Academy within an Anglican Trust, knowledge and understanding of Christianity will always remain central to the ethos, values and teachings at the academy, with religious education contributing significantly to the Christian character of the academy. As an inclusive community, we will encourage learning about and learning from other religions and fostering respect for other religions and world views.

Definition:

The purpose of religious education (RE) is to support the development of children's values and their spiritual, moral, social and cultural understanding. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs. Every child should have access to RE lessons, in accordance with the Trust Deed of the academy.

Aims:

Religious Education is central to the understanding of education and mission. The aims of Religious Education in St Blasius C of E Primary Academy are:

- To enable pupils to encounter Christianity as a 'living religion' that has shaped British culture and heritage and influences the lives of millions of people today.
- To impact on the pupils' understanding and development of Christian and British values of the St Blasius C of E Primary Academy.
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents.
- To develop understanding of religious faith as the search for the expression of truth.
- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.
- For children to enjoy Religious Education and be enabled to speak about religious ideas and faith.

Principles of teaching and learning - The RE Curriculum:

R.E at St Blasius C of E Primary Academy, is taught in line with the Hampshire Agreed Syllabus 'Living Difference 111' alongside 'understanding Christianity', with due regard to the National Society Statement of Entitlement for Religious Education and the values of the academy as. 5-10% of curriculum time is devoted to R.E, with learning activities addressing both learning about and learning from religion in an enquiry/concept based programme. R.E can be taught as either weekly lessons or in blocked units appropriate. Blocked units are generally recommended, in line with recommendations from the Ofsted R.E Report 2013 and National Society Making a Difference Report 2014. Decisions on which approach would be most appropriate should be made by individual teachers, in consultation with the RE leader, depending on the topic for each half term or whole school topic.

Whole-school 'R.E days' (e.g. to highlight special times in the liturgical year) raise the profile of Religious Education further still, allowing for opportunities to pursue focused cross-curricular links and embed Religious Education in the life, values and ethos of the academy.

Each unit of work is 'concept' led, making reference to children's own experiences and thoughts. All year groups will be taught aspects of Christianity with a focus on Christmas and Easter and other areas as identified in the syllabus. However, they will also explore a variety of other faiths, in a fair-minded enquiry approach. Therefore, children will be taught about one another religion in Key Stage 1 Judaism and two other religions at Key Stage 2 Hinduism and Islam.

R.E in the Foundation Stage:

RE in the Foundation Stage is covered through the teaching of discrete units of work derived from the Hampshire Living Difference III and Understanding Christianity Syllabus and aligned to aspects of 'Understanding the World' and other linked strands within the prime and specific areas of development. Where possible, links are made between R.E and other areas of learning, as children work towards the Early Learning Goals. Children encounter simple concepts, which are particularly appropriate for this stage in their development such as 'Special'.

Strategies for the teaching of R.E:

R.E stands as an academic subject in line with other such subjects within the academy and is treated as such. It is taught in accordance with the academy's teaching and learning policies. We use a number of strategies to enable us to cover all styles of learning. These include:

- Exploiting cross-curricular links wherever possible, which is made clear on R.E and topic based planning.
- Links are made with creative arts such as drama, music, art and literacy.
- Good use is made of computing to develop learning in R.E.
- A mix of whole-class, group and individual approaches.
- Mixed ability or ability grouping where appropriate.

Wherever possible, we use first-hand experience as a stimulus for learning. We encourage children to question the stories to deepen their own understanding of the concept being studied. We encourage children to form opinions through discussion and debate.

When planning and delivering the curriculum, reference is made to ensure that the health and safety, single equalities and SEND policies are adhered to.

The school has good links with St Blasius Parish Church, where visits for worship and learning are carefully planned to ensure that all children have a quality experience. Outside visitors also contribute to the RE curriculum.

Spiritual, Moral, Social and Cultural Development:

Religious Education is a key opportunity for children to develop spiritually, morally, socially and culturally. In R.E lessons, as well as in Personal Development Learning and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses and appreciate that for some people, belief in a spiritual dimension is important. We help them to recognise the

difference between right and wrong through the study of moral and ethical questions and enhance their social development by helping them to develop a sense of identity in a multicultural society.

Strategies for progression and standards:

The R.E leader provides long-term (Appendix 1) and medium-term planning. Individual teaching staff are responsible for short-term planning of each unit of work to suit the individual needs of the class. Support from the RE leader is always available if needed.

Monitoring of R.E teaching, discussion with learners, work scrutiny and moderation will take place by the R.E leader half termly and the LGB annually. The aim of any monitoring is to ensure that the quality of teaching, learning and assessment, leads to an improvement in the performance of learners across the school.

R.E data (assessed termly) will also be analysed to evaluate the effectiveness of attainment, progress and how well gaps are narrowing for different groups of learners. Pupil achievement in R.E should be equal or better than comparable subjects.

All pupils with SEND will participate in R.E lessons. Learning will be differentiated appropriately in order for all pupils to access the curriculum. Please see the academy SEND Policy.

Strategies for recording and reporting:

Assessment procedures for R.E follow the assessment and marking policies of the academy and level guidance document produced by Hampshire Living difference 111. Assessments are made to monitor the attainment and progress in R.E on a half termly basis, in order to raise standards, accelerate progress and inform future planning. Attainment in R.E is recorded by individual class teachers in the children's R.E books and is reported to the Principal. Children's attainment in R.E and their progress is reported to parents annually.

Pupil achievements and learning in Religious Education are celebrated in regularly updated whole-school and class displays in both the classroom and corridors as appropriate.

Leadership and Management - Strategies for the use of resources:

A range of resources are available to enrich the R.E curriculum, including artefacts, R.E Centre booklets, DVDs and poster booklets. Resources are audited against the long-term curriculum plan each year and ordered by the R.E Leader. A budget will always be assigned to the development of R.E.

Resources are stored in the staff room stock cupboard. The library in school is also a valuable resource for Bibles, books about other faiths, religious stories or stories exploring a range of concepts.

Much use is made of the Hampshire R.E Centre to supplement and enhance the resources available to the staff and children (Appendix 2). Teachers should discuss any resource needs with the R.E leader who may be able to access additional resources, including human. Professional development for teachers in R.E, is given high priority.

The R.E Leader is Sally Wilson.

R.E is well led and our subject leader displays much commitment and dedication. She has worked with a clear purpose and sense of direction driving through initiatives to raise the profile and breadth of the R.E curriculum and standards of attainment and progress achieved by pupils. We were rated GOOD at our last SIAMS inspection on 30th September 2015.

Parental right of withdrawal:

In accordance with the Education Reform Act 1988, parents have the right to withdraw their children from the teaching of parts of or entire RE lessons. In order to avoid misunderstanding, any parent wishing to withdraw their child may arrange a meeting with the Principal in order to discuss any issues. Requests to withdraw children from R.E on the basis of prejudice toward specific religions rather than for reasons related to personal faith commitment should be reported to the Trust via the Academies Officer and logged.

It should be noted that when spontaneous enquiries relating to religion and spiritual issues are raised in other areas of the curriculum, these cannot constitute R.E within the meaning of the legislation and a parent could not reasonably insist on a child being withdrawn at such times.

Review

This policy should be reviewed annually, or earlier if changes are made to the Hampshire Agreed Syllabus or SIAMS Evaluation Schedule.

Appendix 1 – Example Long Term Curriculum Plan 2020 - 2021

For SIAMS Grade Descriptors for Religious Education: **Excellent, Good, Requires improvement.**

https://www.cdbe.org.uk/pdfs/SIAMS-Evaluation-Schedule-2018_0.pdf

'National standards' throughout the descriptors for religious education refers to the levels set out in the syllabus adopted by the LGB of the school and the extent to which they may reflect the QCA's 8 point scale

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-school-inspections>

APPENDIX 1 EXAMPLE – Long Term RE Planning 2020 - 2021

RE Curriculum Overview: Understanding Christianity in accordance with
Hampshire Agreed Syllabus: Living Difference III Concepts: - *Communicate/Apply/Enquire/Contextualise/Evaluate*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
R	God/creation Introduce the Big Frieze	Incarnation Celebrating birth Jesus	Special people Jesus Jesus the storyteller	Salvation (Easter Gardens and candles)	Special clothes (Judaism)
Y1	Creation (bread, food, creating) (Judaism - Sukkot)	Incarnation God being on earth	Remembering Passover (Judaism)	Salvation (Easter labyrinth)	Belonging (Judaism)
Y2	Symbol (Harvest and Sukkot Bread - Judaism)	Incarnation Light-Advent and Hanukkah (Judaism)	God (parables) What do Christians believe God is like?	Sadness to Happiness Easter	Gospel (forgiveness, peace)
Y3	Creation/Fall Adam & Eve/story	Incarnation Angels	Good/Evil Holi (Hindu)	Salvation Last supper & Mary	Gospel: The first disciples & the call to others
Y4	People of God (idea of Covenant)	Incarnation Trinity	Myth (Hindu)	Ritual Paschal candle	Devotion Hindu worship 'Mahashivati'
Y5	Belonging Islam	Incarnation Two births narratives	People of God Bringing freedom & justice	Salvation Sacrifice and Suffering	Community Islam Umma
Y6	Ritual Wudu & Eid Al Fitr Islam	Incarnation Was Jesus the messiah?	Kingdom of God What kind of king was Jesus?	Salvation Why do Christians think Jesus was resurrected?	Peace What does it mean to be a Muslim today? (Islam)

Rec/ KS1: Christianity and Judaism Y3/Y4: Christianity and Hinduism Y5/Y6: Christianity and Islam

Key: Black = Living Difference III Blue = Understanding Christianity

1 hour lessons to be taught every week (Start at Communicate or Enquire - Not from a religious view.)

Statutory hours of Religious Education: Rec/KS1 36hrs per year KS2 45hrs per year - at least

This does don't include collective worship or Bible stories.