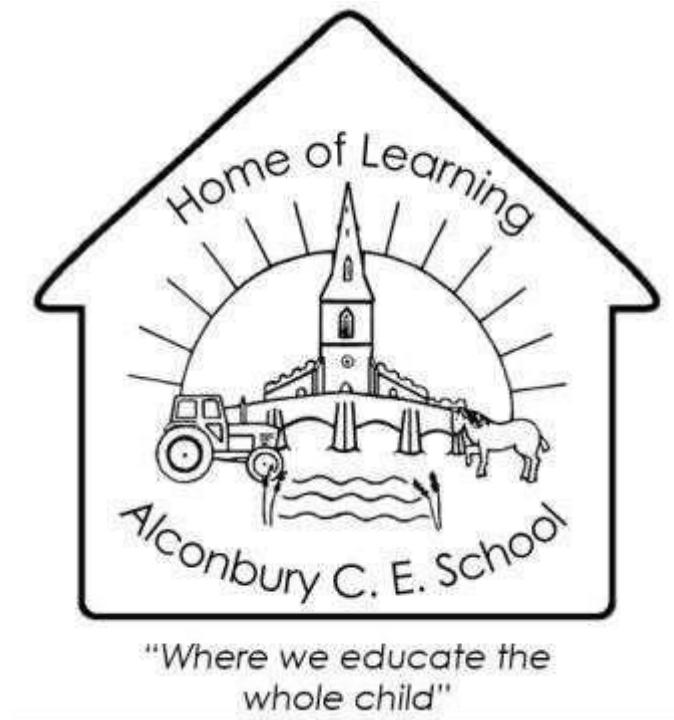




Alconbury Primary School

Religious Education Policy

Agreed November 2022

Review date November 2024

Our School's Christian Vision

Teach children how they should live, and they will remember it all their lives

Proverbs 22:6 Good News Bible

Our School

Alconbury through its Christian Values and inclusive vision, celebrates diversity and difference. Through the teachings of Christ, we promote love, forgiveness, compassion, patience, trust, thankfulness, respect, friendship and joy; nurturing children's academic, emotional and spiritual growth.

Our Alconbury family, home of learning, welcomes everyone, joined by love and held by God.

Aims and Ethos

Alconbury Church of England Primary School is a '**Home of Learning**'. Everyone is made to feel like they belong to our '**Alconbury Family**' where **Christian values** are at the heart of everything we do. Our aim is that these Christian values influence both how our children live their lives now and in the future. We embed these values through all of our teaching & learning.

- 1) Learning about ourselves.
- 2) Learning about others.
- 3) Learning for the future

Our Vision Statement

Our church school believes that we should – Teach children how to live and they will remember it their whole lives.

RE Policy Statement

Religious Education is a compulsory subject in the National Curriculum and the Local Authority (Cambridgeshire) are responsible for producing the Locally Agreed Syllabus. As a Church of England Primary School we must follow the National Curriculum in all subjects.

Intent

At Alconbury Church of England Primary School, our aim is to deliver a high quality Religious Education curriculum, which is challenging, rich in knowledge and vocabulary, and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum and the Understanding Christianity and Emmanuel Project resources support us in this, through a knowledge rich and an enquiry approach which engages with significant theological concepts.

The broad aims of Religious Education (RE) are set out within the locally agreed syllabus and the Church of England Education Office Statement of Entitlement (June 2019). The purpose of Religious Education in our school is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief.

The teaching of RE aims to:

- Support children to develop a knowledge about and understanding of Christianity as a living faith that influences the lives of people world-wide and as the religion that has most shaped British Culture and heritage.
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Support children to develop a knowledge about and understanding of other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights, thus enabling them to learn for life.
- Show a well-informed, balanced and respectful attitude to religions and world views.
- Enable children to engage in meaningful and well-informed dialogue with those of other faiths and none.
- Enable children to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions, exploring and enriching their own beliefs and values.

We believe that pupils should not only acquire knowledge but learn to use their knowledge in order to 'learn for life'; to understand their world, build community, and develop their personal position, developing tolerance and compassion for others in our society.

Implementation

The curriculum for RE is designed to ensure religious literacy lies at its heart. A multidisciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

In accordance with the structure of the locally agreed syllabus we have agreed that:

- In Reception, pupils study Christianity with some reference made to other religious celebrations and stories.
- In KS1 pupils study Christianity but also have topics on Judaism and Islam. This provides the foundations for some of the concepts the children learn in Christianity in KS2.
- At KS2 pupils study Christianity plus five other world religions; Islam, Hinduism, Judaism, Sikhism and Buddhism. We also complete a unit on humanism.

Teaching RE

Our Religious Education uses a knowledge rich and an enquiry-based approach to learning. This approach enables pupils to focus on an enquiry question which explores aspects of the religion. A range of teaching strategies are used to ensure learning is challenging and relevant, and can be cross curriculum, including the use of art, music, thinking skills, artefacts and stories.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities. We have relevant books and artefacts to support the teaching of religions.

Allocation of teaching time

The Statement of Entitlement for RE means we aim to teach both Christianity and world religions. Christianity is the majority world religion and is studied at least 50% of the time. This entitlement is met both through the weekly or blocked teaching of RE, and through additional RE days which focus on an aspect of either Christianity or other faith. This equates to 10% of our teaching time on religion.

Impact

Pupils are assessed in how they are making progress in RE, in line with the assessment criteria linked to the Cambridgeshire syllabus. This is also supported by the assessment documents linked to 'Understanding Christianity' and the 'Emmanuel Project', where we track those exceeding and those who are working towards the expectations of the subject.

The following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex
- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldviews through engagement with a broadening and increasingly complex range of information

- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and worldviews Pupils are assessed through dialogue and discussion, and may, if relevant, produce an assessment piece of work linked to a unit which demonstrates understanding.

Assessment is regarded as an integral part of teaching and learning, and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan the next steps in their learning. RE outcomes are tracked at the end of every year.

Monitoring and Evaluation

The co-ordinator will monitor RE provision and standards within school through observation, book looks, talking to children and reviewing the curriculum with staff. The co-ordinator is responsible for contributing to the school's self evaluation process and the governing body monitor the role of religious education in contributing to the Christian ethos of the school.

The Right of Withdrawal

Alconbury Church of England Primary School is an inclusive school but recognises that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PSHE.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

Managing the right of withdrawal

- We will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- We will review such a request each year, in discussion with the parents. • The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- If pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will remain on the school premises. How the child's withdrawal can best be accommodated, will be discussed on an individual basis and will depend on the age of the child.

Role of the RE Lead

- To ensure that the RE policy is implemented and to keep up to date with reviews.

- To have oversight of the RE curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To develop links with the Church and Diocese.
- To support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

Entitlement and Inclusion- EAL, SEND, Greater Depth Pupils

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given an opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem. Review

This policy will be reviewed every two years.