



**Bilsdale Midcable Chop Gate CE VC  
and Carlton & Faceby CE VA  
Confederated Church of England Primary Schools**

# **Religious Education Policy**

Author /Signed	K. McDonald
Adopted by	Governing Body Signed _____ Date _____ (Chair of Governors Bilsdale) Signed _____ Date _____ (Chair of Governors Carlton)
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**Our vision is for an inspiring learning culture which promotes a firm foundation for the future and a love of learning which is based on strong Christian values.**

**Faith Hope Trust**

Bilsdale Midcable Chop Gate & Carlton and Faceby Church of England Primary Schools, in accordance with the 1996 Education Act, provide religious education for all pupils registered at the schools. Religious education and the National Curriculum make up the basic curriculum. Unlike subjects of the National Curriculum, religious education is taught in accordance with a locally agreed syllabus in our case, that of North Yorkshire County Council. It has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects. The Scheme provides continuous and progressive outline for the development of Religious Education through the school. There is a two year rolling programme for KS1 and a four year rolling programme for KS2. Within this framework the teaching of Religious Education is supported by topic themes specified for each group and ensures effective coverage of all areas and concepts.

**At Carlton & Faceby CE Primary School**, R.E. will be taught in accordance with the requirements of the “instrument of Government” and will reflect the Anglican foundation of the school. Religious Education in Aided schools is determined by the Governing Body. In York Diocese, the Archbishop is seen as the interpreter /arbitrator of the denominational aspects of the Instrument of Government. This gives the authority for the Diocesan Guidelines to be used in Church Aided schools to meet their legal obligation in fulfilling the requirements of their distinctive Christian foundation. We will also be mindful of the Education Reform Act 1998 stating that “R.E. is a valid discipline in its own right, which acknowledges the spiritual nature of human beings”.

In Voluntary Aided schools the management of RE is a distinctive role of the governors in association with the headteacher. Responsibility for the provision of RE lies with the governors, in accordance with the school’s trust deed.

Time Allocation

In line with the recommendations of the North Yorkshire Agreed Syllabus of Religious Education 2013-2018, approximately 5% of curriculum time is given to RE. At Foundation Stage RE will be delivered flexibly according to the statutory requirements of the EYFS. At Key Stage 1 pupils spend 60 hours over 2 years (approximately 10 hours per term) and 156 hours over 4 years (approximately 13 hours per term) at Key Stage 2. The time allocation does include visits and RE curriculum days, but not school productions related to festivals or collective worship time.

Religious Education is central to the churches understanding of education and mission. ‘The National Society Statement of Entitlement’ outlines the following aims for RE in a Church of England School. See new Statement of Entitlement for RE 2016 from the Church of England National Board of Education.

We are a Voluntary Aided Primary School and a Voluntary Controlled Primary School with a Christian foundation. There is a strong Christian ethos within school and close links with the parish church of St Hilda’s and St Botolph’s and also the Methodist Churches. Christianity forms the basis of the teaching in the school and how we treat each other.

The aims of this policy are to:

- Establish a clear and workable framework for the learning and teaching of Religious Education within our schools
- Show a common purpose amongst staff and pupils, which may be clearly understood by parents, Governors, Diocese and External Agencies

## **Aims of RE subject**

High quality Religious Education will develop:

- Knowledge and understanding of Christianity and other major world religions;
- An understanding of what it means to be committed to a religious tradition and to appreciate the cultural differences;
- An awareness of spiritual and moral issues in life raised by human experiences and how religious teaching relates to them.

## **RE Curriculum**

“In North Yorkshire's schools, Religious Education is concerned to help pupils develop an open, sensitive and reflective approach to understanding humankind's varied religious practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.”  
North Yorkshire Agreed Syllabus for RE

Being Church of England Schools, the Christian ethos is placed explicitly at the centre of the Religious Education provision. Religious Education is a way of looking at the world and it's Creation, with a sense of awe and wonder, while using sensitivity and respect for the feelings and beliefs of others. Across the confederation, we aim to 'develop the whole person to the best of their ability, to nurture spirituality, model Christian beliefs and values and develop sensitivity and respect for others.'

At Bilsdale Midcable Chop Gate CE VC Primary School we are committed to providing Religious Education to all Children, from the Foundation Stage to Year Six. Following training and advice, we currently base our Religious Education teaching on the North Yorkshire Agreed Syllabus (2013-2018), which is written with a strong emphasis on an enquiry approach, and has been approved by the Head teacher and Governing body.

'A commitment to high quality, transformative religious education in Church schools is a core part of a school's Christian distinctiveness. RE is an academic subject but also provides opportunity for children to understand what it means to be a religious believer in the world today and to encounter the values of the Christian community of the school that they are a part of. RE in the Church school should support children to recognise and act on the insights, principles, beliefs, attitude and values that should influence inspire or guide them in life' York Diocesan Syllabus 2012.

At Carlton & Faceby CE VA Primary School, religious education is taught in accordance with the York Diocesan Syllabus for RE. Religious education is part of the basic curriculum and is an entitlement for all registered pupils on the school roll including Reception and Preschool children. The purpose of religious education is to enable children to learn about religions and beliefs (AT1) and to learn from religions and beliefs. (AT2)

The contribution RE makes to other curriculum areas in particular to SMSC, promotion of the schools Christian Values and the promotion of 'British Values', Collective Worship, cross-curricular work:

- **Spiritual, moral, social and cultural development**

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

- **The school's Christian values**

RE should contribute to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

- **Respect for All & Global Learning**

RE makes an important contribution to a school's responsibility to promote respect for all & global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism.

- **The school community**

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

- **The communities within which the school is located**

RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area in particular local churches.

- **The UK community**

A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

- **The global community**

RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

- **The promotion of 'British Values'**

RE provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. (See Nottinghamshire Agreed Syllabus for RE 2015 'Religious Education for All' and the supporting document 'Guidance for delivering Religious Education in church schools').

### **Approaches to teaching and learning in RE**

Understanding Christianity offers an approach to teaching and learning about Christianity with units of work and supporting resources from EYFS to Year 6. The resources have been created by the Church of England Education Office and RE Today and are only available through attendance at a training programme ran by an accredited trainer. Staff have completed this training. Understanding Christianity supports teachers to explore the core concepts of Christianity in a progressive way. The teaching approach is one of theological enquiry and the units of work support both continuity and progression. Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with biblical concepts through texts, placing them within the wider Bible story. By addressing key questions, Understanding Christianity encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

- Making sense of the text – Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians
- Understanding the impact – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world

- Making connections – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils’ own lives and ways of understanding the world. The Understanding Christianity approach is about developing skills in pupils to help them ‘think theologically’ alongside learning lots of knowledge about the Bible, Christian belief and practice. It also shows that these three elements do not represent rigid, distinct steps, but that pupils can ‘make connections’ whilst ‘making sense of the text’, for example.

## **LEARNING**

Religious Education provokes challenging questions about the 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. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own. Religious Education has two closely related aspects:

Learning about religions and beliefs (AT 1) and Learning from religions and beliefs (AT 2)

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

- AT1 Learning about religions and beliefs

Building up knowledge and understanding of religions and beliefs: This includes investigating, thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

- AT2 Learning from Religion

Building up investigative, reasoning and evaluation skills: This includes engaging with, reflecting on and responding to questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific beliefs and religions studied.

## **TEACHING**

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas:

- Beliefs, teachings and sources - e.g. stories, religious leaders, books, God/gods, self-sacrifice, truth, life after death;
- Practices and lifestyles - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;
- Expressing meaning - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
- Identity, diversity and belonging- e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;

- Meaning, purpose and truth - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences;
- Values and commitments - e.g. values, ethics, principles, rules, morality.

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between the two key attainment targets underpins the teaching of RE.

RE teaching specifically draws on the following:

- visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
- role play and drama; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
- artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge
- music and the arts; enabling children to experience elements of religions in a sensory way
- parents; by valuing the family backgrounds of the children and making them part of the school community
- food sampling; making and baking foods from different faiths to support children's understanding

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, to ensure pupils are actively engaged in learning.

## **PLANNING**

Planning is based upon the Diocesan Board of Education Scheme of Work and the NYCC Education Scheme of Work. The Scheme provides a continuous and progressive outline for the development of Religious Education through the school. There is a two year rolling programme for KS1 and a four year rolling programme for KS2. Within this framework the teaching of Religious Education is supported by topic themes specified for each year group and ensures effective coverage of all areas and concepts.

Our medium-term plans give details of each unit of work for each term, see Appendix 1. The RE Subject Leader keeps and reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a two year rotation cycle in KS1 and a four year cycle in KS2. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat topics.

Short term planning of individual lessons is a matter for the class teacher. The RE Subject Leader is available to help with this and keeps a range of teacher's resources as a guide. (When planning each unit of work the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of the pupils).

## **CROSS CURRICULAR OPPORTUNITIES**

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision making and interpersonal skills will be developed.

## **HOW RE IS ORGANISED**

### **Early Years**

The teaching of RE forms part of the Early Years curriculum for PSED and Understanding the World. RE objectives are covered through free play activities, circle times and religious stories. All major Christian religious festivals are celebrated and experienced by the children. Children have access to a wide range of opportunities to extend their understanding of their own faith and the faith of others. The children learn alongside the KS1 children using EYFS themes *see Appendix 1*

### **Key Stage 1**

RE in Key Stage 1 is taught weekly by class teachers. Children share their experiences of faith and belonging, learn about the place of prayer in religion, understand the role of the Church and learn the significance of major religious festivals. Two thirds of RE teaching in KS1 is Christian. Judaism is also studied. There is a balance between learning about religions, and also learning from religions, with an emphasis on children learning how to think for themselves based on what they have understood about faith.

### **Key Stage 2**

RE in Key Stage 2 is taught weekly by class teachers. Children learn more about Jesus as the central figure of Christianity and about other key religious leaders, about the role of Sacred Texts within religions, about the history and significance of the Church and other places of worship, and about sacraments and rites of passage. At least half of what is studied in KS2 is distinctly Christian, with some other topics being studied through looking at several faiths. The children are taught a block on Judaism in Year B and Year D and blocks on Islam in Year A and Year C. There is a balance between learning about religions, and also learning from religions, with an emphasis on children learning how to think for themselves based on what they have understood about faith and understanding the similarities and differences between religions to encourage values of tolerance and respect.

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

At KS 1 pupils study Christianity and one other faith - Judaism

At KS 2 pupils study Christianity and two other faiths – Judaism and Islam

### **Assessment, Recording and Reporting of RE (see school Assessment policy)**

The Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined following the Eight Level Scale in the North Yorkshire Agreed Syllabus for Religious Education 2013-2018, which is exemplified in detail in the North Yorkshire Agreed Syllabus Guidance Document D. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing .

Through activities, for example discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against the statements of attainment in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

As a staff we have undertaken moderation exercises to ensure that we are familiar with the statements and what they mean in the context of a pupil's work.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

### **Arrangements for monitoring standards of teaching and learning and assessment in RE, including how RE contribute to SIAMS School Self Evaluation**

The Subject Leader has responsibility for:-

- implementing the RE Policy and the Scheme of Work;
- liaising with staff who are responsible for teaching RE in Foundation Stage, Key Stage 1 and 2;
- monitoring and organising school resources;
- monitoring the children's progress and Standards of Attainment in RE;
- maintaining regular contact with the Diocese and attending Subject Leader courses and RE cluster meetings;
- liaison and feedback to our governors;
- monitoring the quality of teaching and learning in RE .

### **The Role of the Church School Team**

- To be critical friends to both RE coordinator and the senior management team, to ensure high quality RE provision
- To liaise closely with the RE coordinator and the church vicar
- To attend appropriate training linked to RE
- To feedback to Governors, keeping them informed of RE across the school



## **Responsibilities for RE within the school, (Headteachers and Governors)**

As well as fulfilling their legal obligations, the governing body and headteacher should also make sure that:

- all pupils make expected or exceed expected progress in RE
- the subject is well led and effectively managed and that standards in RE are high
- The quality of provision is subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

## **The right of Withdrawal from RE**

At Bilsdale Midcable Chop Gate C of E Primary School we wish to be an inclusive community but recognise 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 occasions, 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 citizenship.

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 at Bilsdale school.

## **Managing the right of Withdrawal**

- The school 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 its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to 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 (or pupils themselves if they are aged 18 or over), 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.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the

arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA SACRE (VC schools) or diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

### **Monitoring, evaluation and review**

Bilsdale Midcable Chop Gate CE and Carlton & Faceby CE Primary Schools will review this policy annually assessing its implementation and effectiveness. This will be undertaken by the Church School team comprising staff and representatives of the governing body in consultation with pupils and clergy.

Agreed by staff: April 2017

Agreed by Governors: April 2017

Review date: Spring 2018 or earlier if necessary