



Religious Education Policy

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

Mission Statement

Our school seeks to be a happy place, with a welcoming atmosphere, built on mutual respect with confidence and understanding between parents, children, staff and governors.

All policies are governed by our Christian School Values which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.

- All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do.
- Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- All members are **thankful** for the community to which we belong and demonstrate this accordingly. Learners appreciate the hard work that teachers put in to the marking of work to progress learning and realise potential.
- We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation.
- We learn in **friendship**; supporting each other to achieve to our very best potential at all times.

Introduction

At Hartlip Endowed CEP 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. 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 theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Kent Agreed Syllabus we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's 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

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all 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.



- 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.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in Key Stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

If a child is withdrawn from RE, they will be provided with SMSC learning which may relate to the SMSC themes from the RE lesson/topic.

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*
**Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. ([Key Principles of a balanced curriculum in RE.](#))*
- 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

Parents and pupils are entitled to expect that, as a Church school, Christianity will be the majority religion studied in each year group and will be at least 50% of RE curriculum time. Between 5% and 10% dedicated curriculum time, meeting explicitly RE objectives, will be committed to the delivery of RE. At Hartlip, RE is taught in every class, every Friday morning between 10.45 and 12.00/12.20. This enables leaders, including governors, to monitor thoroughly and, for the pupils, enables them to receive dedicated, protected RE learning at a core part of the school day. It also enables all learners to be present in every RE lesson due to interventions running in the afternoons.

RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

At Hartlip, we organise RE over a two-year rolling programme. The curriculum map is created in line with the Kent Agreed Syllabus and the Understanding Christianity programme, in line with Canterbury Diocese advice and guidance. Our curriculum also includes at least one RE related trip out every year.

Hartlip Endowed CEP School



RE Curriculum Map

Key: Black – Understanding Christianity unit, Red – RE Today unit, Blue – Diocese Unit
 All plans are available on staff shared resources, under 'RE plans'

Year A: 2019-20, 2021-22, 2023-24						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R/1 A	God EQ: What do Christians believe God is like?	Incarnation EQ: Why does Christmas matter to Christians? (core learning section)	Gospel EQ: What is the good news that Jesus brings? (core learning section)	Salvation EQ: Why does Easter matter to Christians? (core learning)	E.Q. Which Stories are special and why? (Old Testament)	E.Q. Which Stories are special and why? (World Faiths) With support from RE today unit
Year 2 (same both Years)	Creation EQ: Who made the world?	Incarnation EQ: Why does Christmas matter to Christians? (digging deeper section)	Gospel EQ: What is the good news that Jesus brings? (digging deeper section)	Salvation EQ: Why does Easter matter to Christians? (digging deeper section)	Islam E.Q. Who is a Muslim and what do they believe?	Islam E.Q. Who is a Muslim and what do they believe?
Year 3/4 A	People of God What is it like to follow God?	Sikhism E.Q. What is important for Sikh people? Christmas Theme – 2 lessons	Incarnation/God EQ: What is the Trinity? (half core, half digging deeper)	Salvation EQ: Why do Christians call the day Jesus died 'Good Friday'? (half core, half digging deeper)	Kingdom of God EQ: When Jesus left, what was the impact of Pentecost?	Sikhism E.Q. How do Sikh people worship and celebrate?
Year 5/6 A	God EQ: What does it mean if God is holy and loving?	Incarnation EQ: Was Jesus the Messiah?	People of God EQ: How can following God bring freedom and justice?	Salvation EQ: What did Jesus do to save human beings? (yr5 unit – differentiate with 'digging deeper for yr6)	Islam E.Q. What does it mean to be Muslim in Britain today?	Islam E.Q. What does it mean to be Muslim in Britain today?



Year B: 2020-21, 2022-23, 2024-25						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R/1/2	<u>Creation (God)</u> EQ: Why is the word 'God' so important to Christians?	<u>Incarnation</u> EQ: Why do Christians perform nativity plays at Christmas?	<u>E.Q. Which Stories are special and why? (New Testament)</u>	<u>Salvation</u> EQ: Why do Christians put a cross in an Easter Garden?	<u>Judaism</u> E.Q. Who is Jewish and what do they believe?	<u>Judaism</u> E.Q. Who is Jewish and what do they believe?
Year 2 (same book years)	<u>Creation</u> EQ: Who made the world?	<u>Incarnation</u> EQ: Why does Christmas matter to Christians? (digging deeper section)	<u>Gospel</u> EQ: What is the good news that Jesus brings? (digging deeper section)	<u>Salvation</u> EQ: Why does Easter matter to Christians? (digging deeper section)	<u>Islam</u> E.Q. Who is a Muslim and what do they believe?	<u>Islam</u> E.Q. Who is a Muslim and what do they believe?
Year 3/4	<u>Creation/Fall</u> EQ: What do Christians learn from the Creation story?	<u>Incarnation/God</u> EQ: What is the Trinity? (half core, half digging deeper)	<u>Gospel</u> EQ: What kind of world did Jesus want?	<u>Salvation</u> EQ: Why do Christians call the day Jesus died 'Good Friday'? (half core, half digging deeper)	<u>Hinduism</u> E.Q. What does it mean to be Hindu in Britain today?	<u>E.Q. Why do some people think life is a journey and what significant experiences mark this?</u>
Year 5/6	<u>Creation/Fall</u> EQ: Creation and Science: conflicting or complementary?	<u>Gospel</u> EQ: What would Jesus do? <u>Christmas theme – 2 lessons</u>	<u>Judaism</u> E.Q. What does it mean to be Jewish in Britain today?	<u>Salvation</u> EQ: What difference does the resurrection make for Christians? (yr6 unit – differentiate for yr5)	<u>Kingdom of God</u> EQ: What kind of king is Jesus?	<u>E.Q. Is it better to express your beliefs in arts and architecture or in charity and generosity?</u>

Teaching and learning

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. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC



development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

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 Canterbury Diocesan syllabus and Kent Agreed Syllabus
- 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.

Role of the RE Hub leader

The Hub 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.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

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. The school makes use of guidance material produced by the 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.

Health and Safety

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



- Handle artefacts.
- Consume food.
- Visit places of worship.

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

Safeguarding

Due account will be taken of health and safety guidelines and appropriate risk assessments for out of school visits. Please see the school's Safeguarding Policy.

