



Cranham
Church of England (VA)
Primary School

Religious Education Policy

Title:	Religious Education Policy
Status:	Draft
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Chair of Governing Body:	Mrs Nicki Clapton
Executive Headteacher:	Mrs Rebecca Slater
Responsible Governor:	Mrs Nicki Clapton
Responsible Staff Member:	Mrs Rebecca Slater
Review Date:	February 2024



"I have come that they may have life,
and have it to the full"
(WORDS OF JESUS FROM JOHN 10:10)

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Introduction

Name of School: Cranham C of E Primary School
School's Vision: Sowing the seeds of learning, through courage, compassion and community.

Legal Position of Religious Education in school

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'. Cranham is a Church of England Voluntary Aided School therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Head Teacher, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022/South Gloucestershire Agreed Syllabus for Religious Education 2016-2021.

The Church of England's Statement of Entitlement

The Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE. Full details of this document can be found in Appendix One.

Aims of Religious Education

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

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Learn about religion – develop a secure understanding of what it means to have a religion and a good understanding of the most significant religions from around the World.
- Learn from religion – consider how best to live our lives and how religion can play a part in our choices and our values.

School Approach to Religious Education

In line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views. A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
- Understand how belief may impact on culture, relationships, values and lifestyle.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.

- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery.
- Explore concepts love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis develop attitudes of respect, sensitivity, open mindedness and self-esteem.

Organisation & Time Allocation

In accordance with the structure of Gloucestershire Agreed Syllabus/South Gloucestershire Agreed Syllabus we have agreed that:

In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year.

At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least 36 hours over the year. This is mainly done through weekly R.E sessions, but some focus weeks and days also contribute.

At Key Stage 2 pupils study Christianity, Judaism, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. This is done through weekly R.E sessions.

Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2020 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

R.E is assessed through Insight – Success Tracker. This online markbook allows us to assess against the agreed Religious Education syllabus 2017. We also do Unit assessments each term, which allow us to assess Understanding Christianity and the teaching of other religions in more detail.

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- Supporting and clarifying approach to planning, delivery and assessment
- Acquiring and organising appropriate resources.
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self evaluation process particularly around Strand 7

The Head Teacher and Governors make sure:

- All pupils make progress in achieving the learning outcomes of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation

- Those teaching RE are suitably qualified and trained in the subject and have effective and regular 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
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress

The Right of Withdrawal from Religious Education

At Cranham 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 and citizenship.

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

Approval/review by governing body

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Date of next review:

APPENDIX ONE – Statement of Entitlement

https://www.churchofengland.org/sites/default/files/2017-10/re_statement_of_entitlement_2016_0.pdf

APPENDIX TWO: RE Intent, Implementation and Impact statement

Intent

The purpose of learning Religious Education is to have a thorough understanding of Christianity and other world religions and have an understanding of the beliefs, customs and rituals of people living in multi-cultural Britain. Since we are a Church School, children will be predominantly taught Christianity, using the Bible narrative. Children will make sense of the bible and the ramifications upon modern living. We also teach Judaism, Hinduism, Islam and Humanism with deep respect and integrity.

Our teaching of RE is grounded in our school values:

Compassion: Understanding and caring for others.

Community: Celebrating diversity in our local and global communities.

Courage: Sharing and exploring ideas around identity and belief with courage.

Implementation

The school uses two schemes to teach religious education:

- Gloucestershire Agreed Syllabus for RE 2017-2022
- Understanding Christianity

A combination of these schemes provides a mainly Christian syllabus with other world religions including Islam, Hinduism and Judaism. They are taught as core units in a 2 year rolling curriculum plan (Appendix 1).

We use a theological skills grid to help us focus on skills alongside the syllabus content. This also ensures that each year group is challenged appropriately in our mixed age classes (Appendix 2). These theological skills are assessed (using formative and summative methods) and recorded on the school's data tracker, INSIGHT.

The **Understanding Christianity** scheme is taught using three components:

COMPONENTS

Each of the elements contain a range of components. Not all of these will be used in all units, but will be used flexibly, to allow for a variety of teaching and learning experiences for pupils.

Making sense of the text

Exploring the context:

Where does this fit in the 'big story'?

Exploring interpretations:

Pupils' views and a variety of Christian readings

Exploring purposes:

How do Christians use this text?

Exploring significance:

Why does this matter?

Unveiling the concepts:

How does this contribute to understanding key Christian ideas?

Considering issues ...

behind, within and in front of the texts

Understanding the impact

How, then, do Christians live..?

... in the Christian community?

Examining ways in which Church living grows out of biblical teaching

... in their everyday living?

Examining ways in which Christians apply the Bible day-to-day

What impact do Christianity and Christians have in the world?

Examining ways in which Christian belief and practice make a difference in the world

How has this had an impact on how people see the world?

Examining the influence of Christian thought on 21st-century thinking and living

Making connections

Connecting texts, concepts and Christian living:

Developing understanding of the bigger picture

Connecting ideas studied and pupils' own ideas:

Using ideas studied to reflect on matters of personal concern

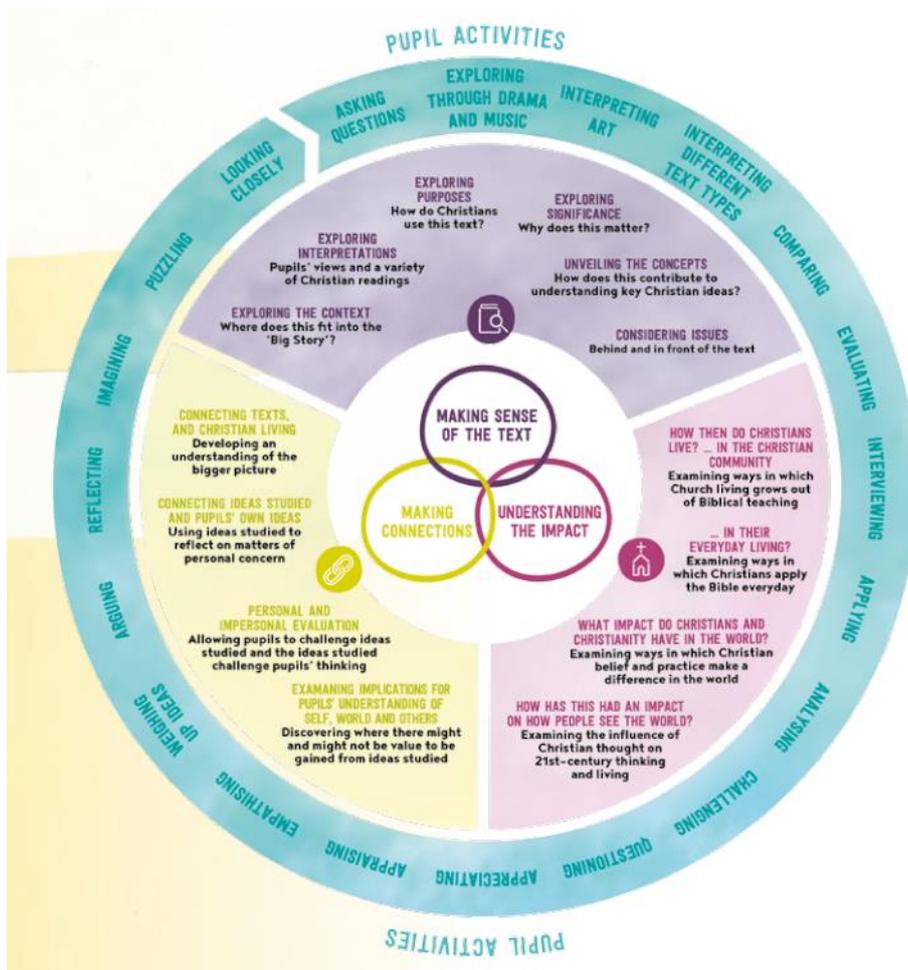
Personal and impersonal evaluation:

Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking

Examining implications for pupils' understanding of self, world and others:

Discerning where there might or might not be value to be gained from ideas studied

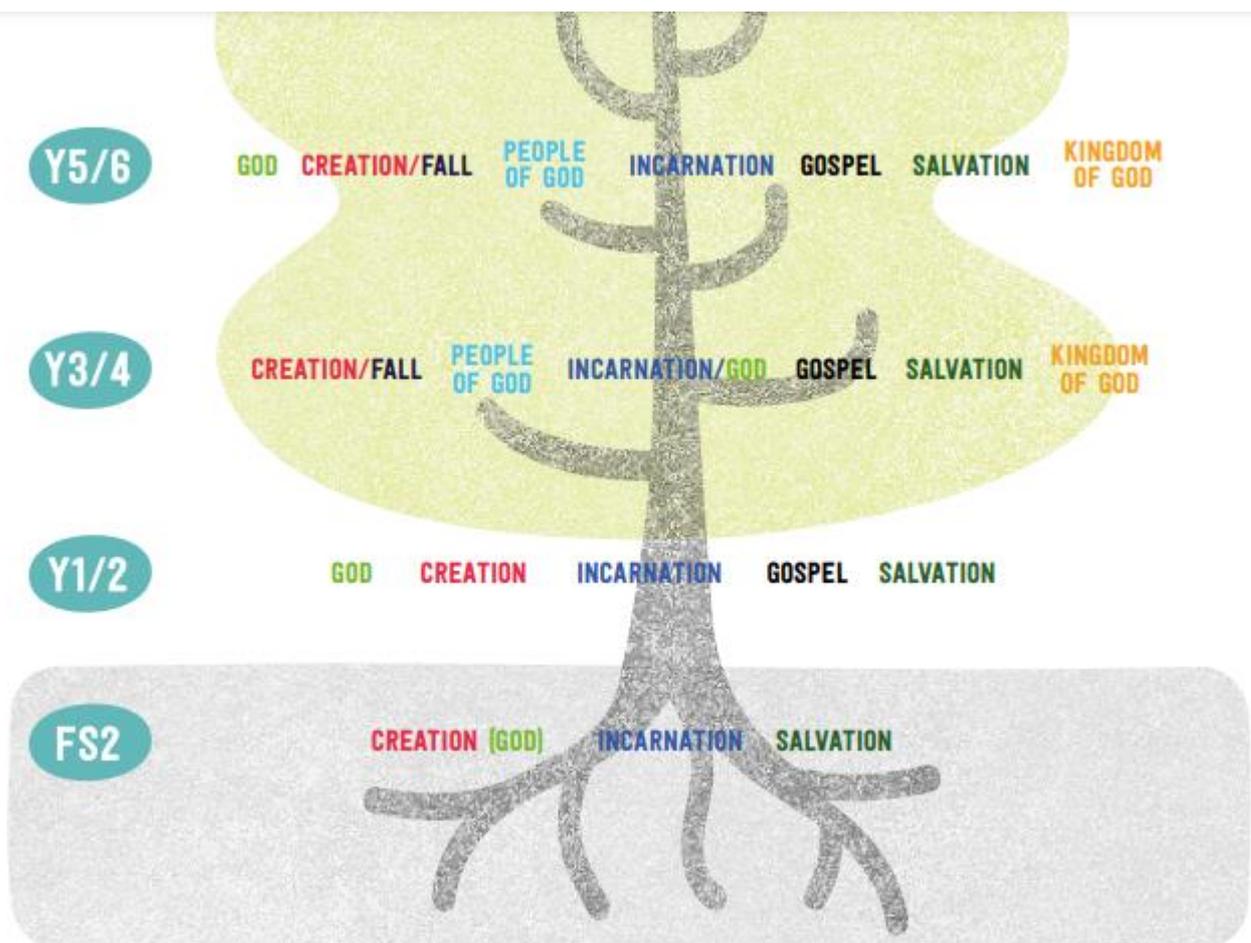
Pupils Activities/Processes



The Core Concepts of Understanding Christianity

	<p>1. God: Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.</p>
	<p>2. Creation: The universe and human life are God's creation. Humans are made in the image of God.</p>
	<p>3. Fall: Human have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called the 'Fall'. This is the catastrophic separation between God and humans, between humans and each other and humans and the environment. The idea that humans are 'fallen' and in need of rescue (salvation) sets out the root cause of many problems for humanity.</p>

	<p>4. People of God: The Old testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing people who will model a restored relationship with God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets ‘who try and persuade people to stick with God.</p>
	<p>5. Incarnation: The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of the Fall and offer way for humans to be with God again. Incarnation means that Jesus is God in flesh, and that, in Jesus, God came to live among humans.</p>
	<p>6. Gospel: Jesus’ Incarnation is ‘good news’ for all people. His life, teaching and ministry embody what it is like to one of the people of God, what it means to live in a relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour.</p>
	<p>7. Salvation: Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with and the relationship between God and humans is restored.</p>
	<p>8. Kingdom of God: This reflects God’s ideal for human life in the world – a vision of life lived in the way God intended. Christians look forward to a time when God’s rule is fulfilled at some future point. Meanwhile they seek to live this attractive life as in God’s Kingdom, following Jesus’ example, inspired and empowered by God’s spirit.</p>



Overview: Core Concepts and Key Questions

Concept	EYFS	Y1/2	Y3/4	Y5/6
God	F1: Why is the word 'God' so special	1.1 What do Christians believe God is like?	(See 2a.3 Trinity/ Incarnation)	2b.1 What does it mean if God is holy and loving?
Creation / Fall		1.2 Who made the world	2a 1: What do Christians learn from the Creation story?	2b.2 Creation and science: conflicting or complementary?
People of God			2a.2 What is it like to follow God?	2b.3: How can following God being freedom and justice?
Incarnation	F2: Why is Christmas so special to Christians?	1.3 Why does Christmas matter to Christians?	2a.3 What is the Trinity?	2b.4: Was Jesus the Messiah?
Gospel		1.4 What is the good news that Jesus brings?	2a.3 What kind of world did Jesus want?	2b.5: What would Jesus do?
Salvation	F3: Why is Easter so special to Christians?	1.5 Why does Easter matter to Christians?	2a.5: Why do Christians call the day Jesus died 'Good Friday'?	2b.6 What did Jesus do to save human beings?
Kingdom of God			2a.6 When Jesus left, what was the impact of Pentecost?	2b.8 What kind of King is Jesus?
	Beech Class	Beech Class	Oak Class	Hazel Class

Enrichment in RE

There is a huge focus on community within RE, for example through visiting and contributing to our village church, St James the Great which we sometimes refer to as 'our extra classroom'! We also like to invite people in to talk about their faith. We teach a creative curriculum where children have opportunities to respond in their own ways to the learning such as through poetry, painting and discussion. We show how the bible teaches compassion especially through parables, and how activities such as reflection and spirituality can bring people peace and courage.

Impact

Children at Cranham enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their RE learning, the children are able to make links between their own lives and those of others in their community and in the wider world. RE often supports social aspects of learning in both history and geography and we make these links explicit where appropriate. Through RE, our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

RE offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, RE is invaluable in an ever changing and shrinking

world. The children's own spirituality is explored as part of our Collective Worship programme, but may be referred to in RE in terms of understanding the thoughts of feelings of others and a sense of wonder about the world.

The assessments on INSIGHT allows the school to identify learning and progression with a focus on knowledge and discussion. RE is monitored termly by the subject lead (Currently the Head teacher). One of the following takes place every term: book look, lesson observation, pupil voice and this is followed by a staff meeting dedicated to RE.