

RELIGIOUS EDUCATION POLICY



INSPIRING LEARNING THROUGH FAITH AND VALUES

Pembridge is a school where we encourage everyone to be inspired through their faith in God and to live by Christian values so that our creative teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

Our Curriculum Intent

Pembridge CE Primary School firmly believes it has an enriching curriculum which offers children a wide variety of experiences from singing in a cathedral, to competing in sports with other schools, sewing rainforest animals and making mud pies in its outdoor kitchen. Whilst we regard academic success as a significant outcome of every child's learning journey, the breadth of education must always reflect what the world and society requires – that our young people demonstrate positive well-being, find delight in wonder, are respectful to others, show an inspirational way of dealing with challenges as well as being able to read, write and solve maths problems!

Our learning is inspired through faith and values so that we continually aim for teaching and learning of the highest quality. It is underpinned by our high expectations that children demonstrate behaviours which enable them to flourish, whatever subject or task is put before them. These range from trying new things and concentrating to improving work and understanding others. We are a school where everyone seeks all that is good and worthy of praise so that each child rejoices in the skills and eagerness to embrace the next phase of their education.

INTRODUCTION

Religious Education helps to provide a unique contribution within a 'broad and balanced curriculum' to ensure our children are prepared well to live life in modern Britain. We aim for all our children to flourish and thrive as individuals and in doing so, reflect all that is 'worthy of praise' (Phil 4:9).

It seeks to help educate for dignity and respect encouraging all to live well together. The foundation of RE in Pembridge CE Primary School is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Whilst this underpins our studies, we have "a deep respect for the integrity of other religious traditions and worldviews and the religious freedom of each person" (Deeply Christian, Serving the Common Good, 2016).

With this in mind, our syllabus is based on the [Herefordshire Agreed Syllabus for Religious Education \(2020-2025\)](#) and is structured around key questions, the exploration of which encourages pupils to develop and use their skills of reflection, interpretation, analysis and application, as well as developing their knowledge and understanding of [religion and worldviews](#). Indeed, as there will be shifts in reimagining what RE will look like, the school seeks to be ready to adopt a growing broad outlook to teaching and learning in RE.

You can find out more about our intent, implementation and impact on our [website](#).

THE AIMS AND OBJECTIVES OF RE (*from RE in C of E Schools: A Statement of Entitlement*)

Pupils should:

- 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.
- gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- engage with challenging questions of meaning and purpose raised by human existence and experience.

- 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.
- explore their own religious, spiritual and philosophical ways living, believing and thinking.
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THE IMPORTANCE OF RELIGIOUS EDUCATION

RE develops pupils':

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and world views (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

RE encourages pupils to:

- consider challenging questions of the 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;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths, beliefs and world views are different from their own.

RE enhances pupils':

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

RE offers opportunities for personal reflection and spiritual development.

RE does not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another.

RE is not the same as collective worship, which has its own place within school life.

LEGAL REQUIREMENTS

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

Parents and carers have the right to request that their son or daughter be excused from all or part of the RE provided at school. Those parents and carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and its relevance to all pupils whether of one faith or none. Parents will be made aware of the 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 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. 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. Once a child has been withdrawn they cannot take part in the RE curriculum until the request for withdrawal has been removed.

The syllabus should reflect the expectation that in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. The use of the Herefordshire Agreed Syllabus for Religious Education (2020-2025) and Understanding Christianity support the school's requirements to provide an RE curriculum which enables progress through ordered and sequential learning developing both knowledge and skills.

TEACHING AND LEARNING IN RELIGIOUS EDUCATION

Planning and Organisation

RE is planned using the Herefordshire Agreed Syllabus Programmes of Study (2020-2025). We follow the key questions set out in the syllabus whilst also allowing for cross-curricular links when effectively appropriate. [Understanding Christianity](#) provides an effective foundation for the study of Christianity and we use its suggested pathways. RE is generally taught on a weekly basis, but occasional enrichment days to support Christian festivals such as harvest and Easter offer more teaching time. Children in Class 1 (Reception) may approach teaching through daily or weekly topics.

A two-year rolling programme has been organised to accommodate the different topics and key questions. As an Aided church school, we provide an increased amount of time devoted to the teaching of Christianity but alternative units are available in Years 5 and 6. Where it is noted that a unit of work is going *deeper*, class teachers will take ideas from an additional different route of learning in Understanding Christianity.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (YR)		F4: Being special: where do we belong? [Thematic]	F2: Why is Christmas special for Christians? [Incarnation]	F1: Why is the word 'God' so important to Christians? [God]	F3: Why is Easter special for Christians? [Salvation]	F5: What places are special and why? [Thematic]	F6: Which stories are special and why? [Thematic]
Class 2 (Y1/2)	A	1.2: Who do Christians say made the world? [Creation]	1.3: Why does Christmas matter to Christians? [Incarnation]	1.1: What do Christians believe God is like? [God]	1.4: What is the good news that Jesus brings? [Gospel]	1.7: Who is Jewish and how do they live? [God/Torah/people]	1.9: How should we care for others and the world, and why does it matter? [Thematic]
	B	1.6: Who is a Muslim and how do they live? [God/tawid/ibadah/iman]	1.3: Why does Christmas matter to Christians? <i>Deeper</i> [Incarnation]	1.10: What does it mean to belong to a faith community? [Thematic]	1.5: Why does Easter matter to Christians? [Salvation]	1.8: What makes some places sacred to believers? [Thematic]	1.9: How should we care for others and the world, and why does it matter? <i>Deeper</i> [Thematic]
Class 3 (Y3/4)	A	L2.1: What do Christians learn from the creation story? [Creation]	L2.7: What do Hindus believe God is like? [Brahman/atman]	L2.4: What kind of world did Jesus want? [Gospel]	L2.12: How and why do people try to make the world a better place? [Thematic]	L2.9: How do festivals and worship show what matters to a Muslim? [Ibadah]	L2.3: What is the Trinity and why is it important for Christians? [God/Incarnation]
	B	L2.8: What does it mean to be a Hindu in Britain today? [Dharma]	L2.2: How and why do people mark the significant events of life? [Thematic]	L2.10: How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	L2.5: Why do Christians call the day Jesus died 'Good Friday'? [Salvation]	L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	L2.2: What is it like for someone to follow God? [People of God]
Class 4 (Y5/6)	A	U2.8: What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	U2.6: For Christians, what kind of king is Jesus? [Kingdom of God]	U2.12 What does faith help when life gets hard? [Thematic]	U2.5: What do Christians believe Jesus did to 'save' people? [Salvation]	U2.4: How do Christians decide how to live? 'What would Jesus do?' [Gospel]	<i>UC2b3: How can following God bring freedom and justice?</i> [People of God]
	B	U2.7: Why do Hindus want to be good? [Karma/dharma/moksha/samsara]	U2.3: Why do Christians believe Jesus was the Messiah? [Incarnation]	U2.10: What matters most to Christians and Humanists? [Non-religious worldviews]	<i>UC2b.7 What difference does the resurrection make for Christians?</i> [Salvation]	U2.1: What does it mean if Christians believe God is holy and loving? [God]	U2.2: Creation and science: conflicting or complementary? [Creation]
	Additional Units	U2.9: Why is the Torah so important for Jewish people? [God/Torah] U2.11: Why do some people believe in God and some people not? [Thematic]					

SEND and RE

RE is planned to allow every child to reach their potential – there are no ceilings. Learning is carefully supported so that children can access the curriculum in different ways; for example, sentences could be modelled, key words are given as reminders, a picture is labelled, sensory approaches (taste or smell) are used, the teacher or TA may act as a scribe. Communication between the SENCo, staff, parents and child is key to enable individuals with SEND to make similar progress as their peers.

MARKING, ASSESSMENT AND RECORDING IN RELIGIOUS EDUCATION

Work in RE is marked according to the school's wider Assessment, Marking and Feedback policy. Where possible, a range of evidence is used to identify how well children are meeting the objectives expected for a particular lesson or unit of work; this may include: post-its of discussion comments, photographs of drama, links to on-line computer work or use of Seesaw.

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and Understanding Christianity, which in turn have been developed in line with guidance produced nationally. As with other subjects, the school uses a Learning Itinerary for each unit of work which outlines key objectives to identify the extent to which children are **emerging** (into the RE skills and knowledge expected for their year group), reaching the **expected** skills and knowledge, or **exceeding** and going beyond what we might expect for their year group

Every lesson (or set of lessons) has a pale-yellow task sheet attached to the RE page with up to four ability-focused objectives, space for independent or peer assessment and a reminder of the eight learning behaviours the school focuses on. The objectives relate to those on the Learning Itinerary.

A simple grouping of names based on highlighted itineraries show how well the children are achieving the objectives. Pupils' achievement can be tracked in this way and is reported annually to parents. RE has a prominent position in the end of year report where staff share with parents whether their child is emerging, expected or exceeding and the effort the child shows (needing support, fine, good or excellent).

MONITORING AND EVALUATION

The Headteacher, who is a trained RE specialist, monitors the impact of RE in conjunction with members of the Ethos Committee on an annual basis. They look at books, ask questions to children and staff, and engage in identifying what issues should be looked at on annual Action Plans. When appropriate, observation of the impact of RE teaching and learning takes place.

This policy will be reviewed in line with changes within school, at a local level or nationally.

Rewritten January 2020 to include school vision and national changes.

Amended with current two-year plan September 2022.