

Powick Church of England Primary School



RE Policy

Reviewed: September 2024

Review Date: Autumn 2027

Powick CE Primary School

'Embracing Learning Together'

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



Policy Statement for RE

Introduction

This policy has been written in the light of the [Church of England's Vision for Education](#) (Autumn 2016), [Valuing all God's Children](#) (Summer 2019) and through reflection on the 2023 [SIAMS Evaluation Framework](#) for schools.

Legal Position of Religious Education in School

Religious Education (RE) is unique in the curriculum as it is neither a core nor a foundation subject, but is part of the basic curriculum. The 1988 Education Act states 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils' so, at Powick, we treat RE as a core subject.

Powick is a Church of England Academy, therefore Religious Education is provided in-line with the funding agreement and the academy follows the Worcestershire Agreed Syllabus for Religious Education 2020 – 2025.

The Church of England's Statement of Entitlement

The Church of England's [Statement of Entitlement](#) (February 2019) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE.

It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: '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 and the school's Christian Vision

Our Christian Vision is *'Embracing Learning Together.'*

At Powick CE Primary School we are a caring Christian community where everyone is welcomed and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.

Our Christian Values

As part of being a Church of England School we teach our children about the core Christian values which help us know how to act and make good choices.

Our Christian vision encourages us to consider every child and adult's place in our school community and, as a result, we look for and celebrate examples of our values in action by all members of our school community. We also learn about our values

when we explore the wider communities we are part of including the diverse community which makes up the world.

From EYFS our children learn about these key values and how to show them in lots of different ways so that when they leave us in Year 6 they understand them deeply and are able to act as good role models and kind and responsible members of our local and global communities.

Our RE curriculum, especially the Understanding Christianity element, contributes significantly to building the knowledge base from which children can draw when outworking this vision.

Religious Education Intent

The intent of Religious Education at Powick School is in line with the 'principle aim' from the Worcestershire Agreed Syllabus:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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:

- a challenging and robust curriculum based on an accurate theological framework
- an assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts
- a curriculum that draws on the richness and diversity of religious experience worldwide
- a pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.

RE makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

Organisation & Time Allocation

In accordance with the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions through the EYFS curriculum and the RE Agreed Syllabus units for EYFS. They will be taught RE for 36 hours over the year
- Key Stage 1 pupils study Christianity, Judaism and Islam - RE will be taught for at least for 36 hours over the year
- Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least 45 hours over the year.
- In line with the Agreed Syllabus, consideration of/ reference to other religions and nonreligious worldviews can occur at any key stage, as appropriate, depending on religions represented in particular cohorts

Assessment / Recording & Reporting

The Worcestershire Agreed Syllabus for Religious Education 2020-2025 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.

As a school we track school progress in RE through our rigorous termly monitoring schedule which includes lesson observations, pupil voice, book looks, planning scrutiny and presenting documentation/findings through staff meeting feedback. Progress of the individual pupil/class is tracked by the teacher throughout weekly lessons, using 'flashbacks' and pink questions to deepen understanding, in line with the core subject expectation in the marking policy. End of year assessment grids are completed in each RE unit, to be accessed by head, subject leads and teachers at any point in the year, but with particular focus during class handover meetings.

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. Autumn, Spring and (optional) Summer Parents' Evenings also give opportunity to discuss progress in RE.

Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Powick School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and share good practice
- attending RE clusters / hub meetings
- 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 being clear about the subject's intent, implementation and impact
- 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 being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 6.

The **Headteacher and Governors** must ensure:

- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that 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
- that 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 make good progress
- appropriate support is in place to ensure the effective provision of RE.

Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. This support is provided by Diocese of Worcester Education Team via our SLA. Training needs for staff may be identified through regular subject leader audits as well as performance management cycles.

The Right of Withdrawal from Religious Education

At Powick School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE 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.

Where parents make a request to withdraw their child(ren) from the teaching of RE, the school will, as a matter of courtesy, ensure that the parents are aware of the following:

- The learning objectives covered in RE so that parents can make an informed decision.
- What supervision arrangements will be in place for child(ren).

We would ask any parent considering this to contact the Headteacher to discuss any concerns and anxieties about the policy, provision and practice of RE at our school.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- Change in Agreed Syllabus
- Change in legal position framework for RE

Appendix 1 – Curriculum Map

Powick Primary School RE unit coverage						
Year group/Term	1	2	3	4	5	6
EYFS	F5 Being Special: where do we belong?	F4 What times are special and why?	F1 Which stories are special and why?	F2 Which people are special and why?	F6 What is special about our world?	F3 What places are special and why?
		F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ?		F3 SALVATION: Why do Christians put a cross in an Easter garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	
1	1.2 CREATION: Who do Christians say made the World? (includes Harvest)	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (PART 1)	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter?
2	1.6 Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the 'good news' Christians say Jesus brings?	1.8 What makes some places sacred to believers?
3	L2.1: CREATION/ FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jews?	L2.2 PEOPLE OF GOD: What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?(Ibadah)	L2.4 GOSPEL: What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
4	L2.7 What do Hindus believe that God is like? (Brahman/ atman)	L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians? Christmas	L2.8 What does it mean to be a Hindu in Britain today? (Dharma)	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 KINGDOM OF GOD: For Christians, what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life?
5	U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/ Iman/Ibadah)	U2.3 INCARNATION Why do Christians believe that Jesus is the Messiah? Christmas	U2.1: GOD: What does it mean for Christians to believe that God is holy and loving?	U2.9 Why is the Torah so important to Jewish people? (God / Torah)	U2.4 GOSPEL: How do Christians decide how to live? 'What would Jesus do?'	U2.11 Why do some people believe in God and some people not? OR U2.10 What matters most to Humanists and

						Christians?
6	U2.7 Why do Hindus try to be good?	U2.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	U2.5 SALVATION: What do Christians believe Jesus did to 'save' people? Easter AND 2b.7: SALVATION: What difference does the resurrection make to Christians? Easter	U2.6 KINGDOM OF GOD: For Christians, what kind of King was Jesus? AND 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	U2.12 How does faith help people when life gets hard?	