



"I am able to do all things through Him who strengthens me" Phillipians
4:13

Religious Education

Reviewed: July 2022

Agreed: *Governors meeting 13th July 2022*

Next review date: July 2024

Religious Education Policy

Teynham Parochial Church of England Primary School

School Vision Statement

Using our Christian values as the golden thread in all we do, we believe that children have the right to Learn, Enjoy, Grow, developing spiritually and have awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways in God and his world.

Policy Statement for Religious Education

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 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.¹

(Religious Education Statement of Entitlement 2019)

Introduction

As a Voluntary Controlled Church of England 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 Christianity resources the use of enquiry helps pupils to make sense of their own understanding of the world as part of their wider religious literacy. Our Christian values and vision create an ethos that supports pupil's spiritual, moral, social and cultural (SMSC) development, which is intrinsic to our RE curriculum. 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.

Children entering Teynham School are enveloped into a friendly and caring environment. We endeavour to offer the children a set of high moral values: both the school rules and classroom rules (which the children help to make) are presented in a positive way. Children are encouraged to start taking responsibility for their actions from the time they enter school and are taught to respect individuals and individuality.

When children leave Teynham School at the age of 11 years, it is hoped that the Religious Education that they have received will give them a strategy for dealing

with a variety of situations and problems that they may meet later in life, so that they can respond appropriately to both good and difficult times.

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

Time Allocation

The Kent Agreed Syllabus requires a minimum 5% curriculum time for Religious Education. At our school this amounts to 30- 45 minutes per week for Reception Class, one hour a week at Key Stage One and 1.25 hours at Key Stage Two. (This is in addition to time for worship.)

Curriculum

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 varied 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

Religious Education is taught from Reception and is linked to the Foundation Stage curriculum through the Early Learning Goals. Christianity is the main religion taught at this early stage, with special stories from world faiths explored in term 6. They are taught through learning questions e.g. Which Old Testament stories are special and why?

At Key Stage One, RE is predominantly about Christianity, with 2 of the 12 units on Judaism and 2 on Islam.

At Lower Key Stage Two, RE is also predominantly about Christianity, with 2 of the 12 units on Sikhism, 1 on Hinduism and one drawing on knowledge of a range of world faiths and views.

At Upper Key Stage Two, 8 of the 12 units cover Christianity, 2 focus on Islam, 1 on Judaism and 1 drawing on knowledge of a range of world faiths and views.

Approaches

Religious Education will be taught as a discrete subject, but links will be made through our use of the creative curriculum, PSHE and links to collective worship. Christianity units are taught through the 'Understanding Christianity' materials, with lessons that include 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. Teachers are encouraged to teach lessons in a creative way to meet the needs of all learners, including through use of drama, art / design technology, music and ICT. Staff are also encouraged to take pupils on appropriate visits and invite visitors into the school where possible. As a school, we benefit particularly from our close links to our parish church, St Mary's, Teynham.

Equal Opportunities

All children are treated equally whatever their culture or belief, whether they have special educational needs or are gifted and talented. Religious Education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions 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.

Assessment and Marking

In Reception, assessment is linked to the Foundation Stage Profile.

In Key Stages One and Two, teachers assess the children, focussing on expectations of the Kent Agreed Syllabus. Focus will be on the three elements 'Making sense of the text', 'Understanding the impact', and 'Making connections'. Children are also encouraged to take part in peer and self-assessment on a regular basis.

Work is marked according to the school's marking policy.

Parents are notified of their children's attainment and progress within a written report. These are sent out twice a year.

Health and Safety

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

- Handle artefacts
- Consume food, e.g. if tasting some of the food eaten by Jews during the Seder meal
- Visit places of worship

Teachers will follow guidelines within the school Health and Safety Policy in these circumstances.

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.

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.