



Baines' Endowed

Church of England Primary Academy

A member of **CIDARI**

Baines' Endowed Church of England Primary Academy

Religious Education Policy

At Baines' Endowed Primary School, we believe that RE should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character. It follows the Christian aims, values and ethos of the school as expressed in our mission statement:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

As an Academy, the management of RE is a distinctive role of the governors and head teacher. RE has to be in accordance with the Trust Deed and in accordance with the rites, practices and doctrines of the Church of England Church. The Governing Body as a whole is responsible for determining the nature of RE provided in the school.

The Governors have adopted the Blackburn Diocesan Board of Education Syllabus for RE alongside Understanding Christianity, which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016.

Although RE and Collective Worship naturally compliment and enrich one another, they are managed separately.

Legal Framework

RE is central to the life and identity of Baines' Endowed, however parents have a legal right to withdraw their children from RE lessons. Reasons for this can be discussed with the head teacher.

As RE is a core subject at Baines' Endowed, it is given at least 5% of curriculum time. At least 2/3rds of the curriculum time will be Christianity.



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Intent

Aims

- To enable pupils to learn about Christian beliefs and practices, recognising the importance of The Bible, The Church and to know God's Big Story.
- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To contribute to the development of pupils' own spiritual, moral, social and cultural convictions, exploring and enriching their own beliefs and values.
- To allow pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.
- To learn about other faiths and to recognise areas of common belief and practice between different faiths.
- To recognise and respect those of all faiths in their search for God.
- To develop skills of reflection, communication and empathy to engage in thoughtful dialogue about faiths and traditions.
- To develop attitudes of self-esteem, respect and open-mindedness.
- To offer pupils the opportunity to develop their own spiritual relationship with God.

Implementation

Teaching and Learning

Planning

1. A long term plan has been made for each year group. This indicates which units are to be taught in each term. The long term plan also indicates the length of time each unit will take to complete, as well as links to other faith units and the Understanding Christianity resource.
2. We use the unit plans provided by Blackburn Diocese and Understanding Christianity as a medium term plan. Teachers use the Baines' Endowed planning format to organise ideas and activities into individual lessons with clear differentiation and challenge.
3. In a teaching week, teachers will plan to deliver a minimum of 1 hour. Where 1 hour is planned, each fourth week, 2 hours will be delivered.
4. In EYFS, a discrete input is delivered each week. Activities are then available through continuous provision.

Teachers use a variety of different learning strategies and resources to deliver plans, referring to the SEND policy, behaviour policy and any other relevant policies, to



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ensure that all children have access to the RE curriculum. All staff have access to a comprehensive resource list, which details the resources we have in school and where they can be found. This includes books, artefacts for world faiths, role playing costumes, CDs, DVDs, images, story sacks, chatter sacks, persona dolls and Godly play resources. The RE team ensure that resources are relevant, up to date and regularly audited.

Teachers are encouraged to complete other faith units of planning and undertake visits where possible, to develop children's understanding of other cultures and faiths and the part they play in our world today.

Impact

Monitoring and evaluation is carried out to enhance the teaching and learning of RE within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for RE within their own classroom, in order that pupils make the greatest possible progress. Monitoring takes place by the RE team in a number of ways:

- . Monitoring planning
- . Collecting termly assessments
- . Monitoring children's work/book scrutiny
- . Learning walks and lesson observations
- . Discussions/interviews with children and staff

Assessment, Recording and Reporting

Assessment in RE follows guidance given in the BDBE RE Syllabus. Teachers are to formatively assess children in the class through ongoing discussion, questioning and using individual and class books. Once a term, teachers provide an assessment for the RE team, in which they outline the aims of a unit and track any children who are working above / below. They also highlight which rung/symbol the class has been working at overall in that unit. The RE team then tracks each class' progress to assess standards across school. Along with the senior and middle leaders, the RE co-ordinators are responsible for moderating children's work undertaken during the unit, to ensure consistency and confidence in the assessment ladder. At the end of each unit, children also assess their own learning using the self- assessment grids on the Blackburn Diocese unit plans. An RE comment is included on every child's end of year report.



Review

Date of last review: 21st January 2020

This policy will be reviewed regularly by the RE team. .