**Burton Agnes C of E Primary School**

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**Religious Education Policy**

**September 2023**

At Burton Agnes CE Primary School we provide all of our pupils’ with strong foundations for now and the future.  These foundations allow a firm base on which to build, allowing all in our school community to flourish.

The Bible talks about the importance of good foundations.  We hear in the Parable of the Wise Man and the Foolish Man, ‘better to build your house on a rock than on the sand’ (Matthew 7.24-27).

In a world of shifting sands we will use our school values of friendship, care and trust and the Christian values to enable us to stand firm on our foundations, draw strength from our roots and continue to build.

**School vision**

Our vision is to provide a caring Christian environment where children and adults of all faiths and of none are inspired to build strong foundations to enable them to be the best that they can be in all aspects of life.

At Burton Agnes Church of England Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. It is our intent that Religious Education will develop a pupil’s sense of identity and belonging, so that they can live well and flourish in a multi-cultural and diverse society. Religious Education allows children to ask challenging questions about faith, belief, issues of right and wrong. Through our teaching we will equip pupils with knowledge and understanding of religions and worldviews; enabling them to develop their ideas, values and identities and enrich their appreciation of others lifestyles, cultures and faiths. The RE classroom is a place that allows pupils to discuss and reflect on their belief and teaches them to be able to agree and disagree well.

**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.

**Curriculum for Religious Education**

 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 pluralistic 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, helping children and young people hold balanced and well informed conversations about religion and belief.

• 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

**Teaching and learning**

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written to support the Hull and East Riding Agreed Syllabus, EYFS themes emerging from the EYFS Framework and the understanding Christianity guidance.

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| Year group | Religions and viewpoints |
| EYFS | Christianity and themes emerging from the EYFS framework |
| KS1 | Christianity and Judaism |
| Lower KS2 | Christianity, Buddhism and Judaism |
| Upper KS2 | Christianity, Buddhism, Sikhism, Judaism and Humanism |

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. The curriculum provides fully for the needs of all pupils, engaging and challenging them through an exploration of core concepts and questions. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

 Pupils experience opportunities to learn by:

• Posing and discussing ‘big’ and challenging questions

• Reading and critically analysing texts.

• Interpreting information from different sources.

• Researching information for themselves.

• Listening to and discussing with the teacher and other pupils.

 • Engaging in pair and group work.

• Exploring a range of media such as artefacts, pictures, photographs, music and drama.

 • Experiencing visits and visitors.

 • Taking part in outdoor learning.

• Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views 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. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Our whole school policy regarding pupils with special needs and differentiation, applies to RE.

Cross curricular work is encouraged. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils’ SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

We are able to visit places of worship in our local area and representatives of religion and worldviews meet with pupils and be involved in the teaching of RE.

The leadership of collective worship is carried out as a staff collective with opportunities to monitor and evaluate learning. Governors also monitor the teaching and learning of RE.

All staff have access to RE CPD in line with identified areas for development. This is either ‘in house’ or through diocesan support. The RE subject leader also attends local network meetings.

**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. We note the right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

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