



Religious Education Policy

Lead Person

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Signature

Chair of Governors

Executive Head Teacher



Our Joint Christian Values for the Federation

For the Federation process we have drawn on the story of the Road to Emmaus (Luke 24: 13-35). In this story, two disciples are journeying together talking about recent events. Someone, they later recognise to be Jesus, joins them and joins in the conversation reshaping what they know. When they eventually recognise who it is, the risen Jesus disappears; they return transformed to tell their story.

This story reflects the journey that the two schools have been walking together in recent times and how, through the process of Federation, the journey ahead will be one of transformation and growth.

Three values from this story are central to the Federation process for our two schools:

- Recognition - what are we seeing
- Communication - what are we saying
- Transformation - how can we change and grow

These three values will underpin the process towards Federation and the continued working together of the two schools.

Our Key Principles are:

- All children deserve the best opportunity to succeed and develop as a whole child
- We are committed to ensuring the wellbeing of all children and staff and providing an environment where each child is nurtured
- Children will grow and develop in a Christian setting, developing their individual spirituality
- We will celebrate the diversity and uniqueness of each individual's skills and abilities
- To ensure the highest standards and best possible educational experience for all our children
- Providing a learning climate and culture that is fun and full of challenge, promoting independence, resilience, engagement and high aspirations
- Passionate and effective leadership, supported by great teaching is the key to the continuous drive in raising standards to be the best we can be
- Continuous professional development is a vital part of improving our school and we believe the most effective form of this is learned from the sharing of good practice and working in partnership with others, both in school and with other schools

Both schools have Christian Foundations that underpin everything we do and every policy is written with these in mind:

Minster Christian Foundations	Monkton Christian Foundations
Creation	Trust
Justice	Friendship
Love	Compassion
Forgiveness	Forgiveness
Peace	Justice

Our Religious Education Policy clearly reflects the Federation values of:

Recognition - RE in our schools will allow growth in knowledge and understanding of the religions and beliefs in our own society as well as others in our world.

Communication - We firmly believe that our children need to be recognised as individuals and need the opportunity to have their voices and their thoughts heard.

Transformation - The opportunity for our children to grow and develop in all aspects of their lives. It will help to widen our children's life experiences (both for themselves and of others).

Religious Education in our schools, allows our children the opportunity for reflection, deep thought and space to develop into their own person and with their own set of beliefs.

The policy also directly links to many of each school's individual Christian Foundations when emphasising the importance of both spiritual and personal development of our children. It is a vital part of our children's character development and it shapes their relationships with others and the wider community, mirroring the relationship of the Holy Trinity (three persons / one God).

Religious education 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.*
(Religious Education Statement of Entitlement February 2019)

Introduction

Within the Federation, 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 church schools, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using additional World Faith material provided by RE Today and the Canterbury Diocese, we learn about other religions and world views, fostering respect for them. Links with our Christian Foundations and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. 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.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our Federation 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 Federation curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other core 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*
- *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

Curriculum balance and time

Reflecting each individual school's trust deed, parents and pupils are entitled to expect that, in our two Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

Kent Agreed Syllabus (2018) incorporating Understanding Christianity

Black = Understanding Christianity

Red = RE Today units of work Blue = Diocesan units of work

	AUTUMN		SPRING		SUMMER	
Reception	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	<i>Which stories are special and why? (New Testament)</i>	SALVATION Why do Christians put a cross in an Easter garden?	<i>Which stories are special and why? (Old Testament)</i>	<i>Which stories are special and why? (world faiths) with support from RE Today unit</i>
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE LEARNING</i>	GOSPEL What is the good news that Jesus brings? <i>CORE LEARNING</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?
Year 2	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? <i>DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe?	ISLAM Who is a Muslim and what do they believe?
Year 3	PEOPLE OF GOD What is it like to follow God?	<i>SIKHISM</i> What is important for Sikh people? <i>CHRISTMAS theme 2 lessons</i>	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE LEARNING</i>	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	<i>SIKHISM</i> How do Sikh people worship and celebrate?
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>DIGGING DEEPER</i>	HINDUISM What does it mean to be a Hindu in Britain today?	Why do some people think that life is a journey and what significant experiences mark this?
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	JUDAISM What does it mean to be Jewish in Britain today?	ISLAM What does it mean to be a Muslim in Britain today?
Year 6	CREATION Creation and science: conflicting or complementary? in the wider context of 'Big Questions'	GOSPEL What would Jesus do? <i>CHRISTMAS theme 2 lessons</i>	ISLAM What does it mean to be a Muslim in Britain today?	SALVATION What difference does the resurrection make for Christians?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	KINGDOM OF GOD What kind of king is Jesus?

Our Federation notes that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE. RE is learning about religion and Collective Worship is participating in worship.

Teaching and learning

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space to explore pupils' 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.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- 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. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. 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.

Cross-curricular links

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' Character Education and Relationships 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.

Health and Safety

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

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the Federation's and individual school's health and safety policies in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Kent Agreed Syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the individual school's marking policy.
- Include pupil self-assessment.

- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the [Church of England Statement of Entitlement](#).
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across their school and where appropriate, the Federation.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a Federation protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The Federation makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

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.

The Federation 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 Christian ethos and distinctive Christian character of our two schools, 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 relevant Head of School before making this decision.

If any parents see fit to withdraw their child/ren from RE lessons after speaking to the Head of School, then other academic work not related to RE will be provided by the teacher to be completed elsewhere. This may be in another teacher's classroom at a prearranged time, or under the supervision of a TA in another room. This will be done with the agreement of the Head of School and the RE Leader of the individual school.