



Ancaster

Church of England Primary School

Religious Education Policy

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!

Wisdom Courage Respect

How does our Christian Vision impact upon computing at Ancaster?

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the teaching and learning of Religious Education at Ancaster.

Inclusivity: Within RE, our children **explore the beliefs and practices of Christianity, alongside the world's other major religions, in order to equip them as local and global citizens** who have the knowledge and understanding to thrive within our diverse world. Within each lesson, every child is valued and celebrated and through the implementation of strategic planning, each child is supported to achieve their full potential.

Exploration- Our progressive RE curriculum nurtures children's intrinsic curiosity, utilising a wide-range of sources and stimulus. As children explore a diverse range of beliefs and practices, they are encouraged to develop their critical analysis and evaluation skills, as well as asking and answering increasingly deep questions in order to develop their knowledge and understanding.

Empowerment: Within our RE lesson design, there are carefully planned opportunities for personal reflection which come to life in every lesson. During this time, children are empowered to ask and answer challenging questions as well as express their own ideas and insights in order to develop their own sense of identity and belonging.

Values-led: Our guiding light of **values** is of great importance within our RE curriculum as the children's understanding of values impacts greatly on how they articulate their understanding of and opinions on different worldviews. We have created a values-based culture within our school community, whereby the children are capable of showing compassion and empathy towards each other and above all show respect to all opinions and views.

The Aims of RE at Ancaster Church of England Primary School

RE at Ancaster Church of England Primary School will provide within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire and Understanding Christianity.

Within this framework our aims in RE are for pupils to:

- Develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- As global citizens to learn and explore different faiths and belief systems, respect the beliefs of others and display an awareness of what these beliefs are based on.
- Provide opportunities to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions
- To consider bigger questions, what they believe and their ability to make a difference.
- Equip children with a coherent, progressive and challenging curriculum for all learners to reach their true potential.
- Encourage children to be tolerant, responsible, respectful and resilient, independent learners who communicate effectively

The context of RE

Ancaster Church of England Primary School is a Voluntary Controlled (VC) school of a small rural village of children in the age range of 4 years to 11 years. We work to the Locally Agreed Syllabus for RE.

As a Church of England school, we recognise the core place that RE occupies in relation to our Christian distinctiveness. The Diocese of Lincoln recognises the opportunities that RE offers for pupils to encounter all religions and advises that Church schools in the Diocese balance the provision of curriculum time as follows: Christianity – 50%, other world religions – 50%.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to the delivery of RE.

We actively promote British Values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

Time Allocation

National Society and Government guidance indicates that RE should constitute a minimum of 5% of curriculum time. We provide the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete hour-long lessons per week including RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be approximately 30 minutes per week of RE related to the Early Learning Goals.

RE curriculum time does not include collective worship.

Scheme of Work and Planning

Our RE Scheme of Work is based on the Lincolnshire locally agreed syllabus and Understanding Christianity. RE will be based around termly themes/cross-curricular units. At KS1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity, Islam and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at Ancaster C of E Primary School, although they will have learning opportunities that allow them to encounter all these faiths. We carry out curriculum planning for RE in two phases (long-term and medium-term). The long-term plan maps the RE topics studied throughout the school; the medium-term plan gives details of each unit of study delivered to each Class. The class teacher writes the medium term plan. These are discussed on an informal basis with the RE subject Leader and form part of the annual monitoring process for RE teaching and learning.

Teaching and Learning

OfSTED guidance encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. Cross-curricular work is encouraged, in line with whole school policy on teaching and learning. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire locally agreed syllabus for RE.

All lessons taught build on prior knowledge and will be supported through:

- A clear progressive curriculum using the Lincolnshire Agreed Syllabus (LAS) and Understanding Christianity (UC).
- Elaborative questioning to challenge pupils to apply their learning in a range of ways and reflect on their thinking.
- Trips and visits to enhance knowledge and understanding.
- High expectations of writing in RE matching that of English.
- The use of religious texts and specialist vocabulary.
- A large emphasis on the 'bigger picture' encouraging children to find answers for the questions that they raise.

- A learning question for each lesson which follows clear and progressive plans of content and knowledge.

Completion of a retrieval task to elicit prior knowledge and understanding in which to build learning and encourage children to pose questions and spark curiosity.

Resources

Ancaster C of E Primary School has invested in a wide range of appropriate books, artefacts, interactive resources etc and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE.

Visits and Visitors

We consider that an essential element of the delivery of quality-first RE is encounter with world faiths. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit Ancaster C of E Primary School. These visits are arranged in accordance with the school's Educational Visits policy.

Assessment

The Lincolnshire locally agreed syllabus for RE provides descriptions of 8 levels of attainment; we reflect these in our planning outcomes, ensuring that work is both matched to pupil need and enables progression. The SLT and Governors monitor planning and learning through observation and scrutiny, to ensure that each pupil is set work that is appropriately challenging.

Ensuring Progress

Whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs. The long term plan for RE allows for progression with pupils using their prior knowledge and building upon it.

RE and Inclusion

At Ancaster Church of England Primary School we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with special gifts and talents, and we take all reasonable steps to achieve this. For further details, see separate school policies.

When progress falls significantly outside the expected range or exceeds significantly beyond the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to Lincoln Cathedral, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located is broadly white British and it is therefore vitally important that children are given opportunities to investigate diversity of religion and belief outside of our local area and in accordance with the British Values agenda.

Inspection

Ancaster Church of England Primary School is a VC school. As such, RE is inspected as a separate element of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

Monitoring and Review

We intend that this policy should operate for the next year, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to provide a copy of their medium-term planning for RE, along with RE books as evidence of pupil progress in RE during each academic year.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. The RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives 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 regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- 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 can make good progress

Monitoring and Review

We intend that this policy should operate for the next year, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to provide a copy of their medium-term planning for RE, along with RE books as evidence of pupil progress in RE during each academic year.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. The RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives 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 regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- 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 can make good progress

The right of Withdrawal from RE

At Ancaster Church of England Primary School, we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

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

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.