



## POLICY ON RELIGIOUS EDUCATION

Date approved at FGB	Spring 2021
Statutory/ school policy status	Non-DfE statutory
Review period	2 years
Date of next review	Spring 2023

Chair of Governor's signature.....

Headteacher's signature.....



# **Our Christian Core Values at the Pinvin Federation: Joy, Peace, Community, Dignity, Wisdom, Hope.**

## **Introduction**

Religious Education has a unique place as a central subject in the curriculum of the schools in the Pinvin Federation - Pinvin C.E. First School and St. Nicholas C.E. Middle School. It is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered school age pupils.' As a church school we see that the Christian faith, and learning about others' faith and beliefs, inform all aspects of our life together.

R.E. at the Pinvin Federation explores how individuals and communities make meaning and sense of their lives. It helps all children to develop an understanding of the place that religion plays in people's lives and how it has influenced history and the growth and development of society. R.E. enables pupils to know about, understand and respond to the important and ultimate questions of life. It is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. Values education permeates the R.E. curriculum at the Pinvin Federation.

With this in mind, our syllabus is based on Worcestershire's Agreed Syllabus for Religious Education. We chose this syllabus as it complements the structure of the Understanding Christianity scheme of work, which we have adopted. Each unit of work is structured around a key question, the exploration of which encourages pupils to make sense of a key aspect of a world faith or sacred text, understand the impact of the said aspect and make connections between this and their own lives and understanding of the world in which they live.

## **Aims**

The aims of R.E. in church schools are:

- 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 enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

## **(Statement of Entitlement Church of England Education Office June 2016)**

### **The purpose of RE**

The Worcestershire Agreed Syllabus 2020 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

- Religious Education provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

- In R.E. pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### **(Worcestershire Agreed Syllabus, RE Today 2020)**

At the Pinvin Federation, R.E. supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the R.E. curriculum. R.E. does not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another.

### **Legal Requirements**

- R.E. is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)
- Parents have the right to request that their son or daughter be excused from all or part of the R.E. provided at school.
- The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)
- We ensure that we comply with the legal requirements by following the Worcestershire Agreed Syllabus for Religious Education and Understanding Christianity.

### **Teaching and Learning in Religious Education**

R.E. is generally taught on a weekly basis. It is also sometimes delivered through a class topic or as a whole-school R.E. themed day. Each unit is based on a key question. This allows links to be made with other subject areas where appropriate.

### **Overview**

The Worcestershire Agreed Syllabus 2020 is designed to support schools in developing and delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

The religious traditions studied in depth are as follows:

- Reception: Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it
- Key Stage 1 children learn about Christians, Jews and Muslims
- Key Stage 2 children learn about Christians, Muslims, Hindus and Jews
- Key Stage 3 children learn about Christians, Muslim, Sikhs and Buddhists

Religious Education starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions. Children also encounter other religious and non-religious world views at various stages throughout the Key Stages.

## **Subject leadership**

R.E. leadership includes a member of SLT. The R.E. subject leader:

- supports and monitors the subject.
- ensures that their subject knowledge and expertise is kept up to date by means of regular training.
- ensures that staff receive appropriate training in the teaching and assessment of R.E.
- monitors the quality of R.E. teaching across the school in conjunction with foundation governors.
- reports to foundation governors on progress and attainment in R.E.

## **Assessment and Recording in Religious Education**

Pupils' progress in R.E. is based on the expected outcomes outlined in the Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. Each class teacher at PFS is responsible for creating a floor book for their class which includes evidence of each child's learning during R.E. sessions. Pupils at SNMS each have an R.E. book which is marked regularly according to the marking policy and informs assessment.

Individual pupil's progress is tracked each half term. Teachers make judgements as to whether a child is working at, below or above national expectations. We also bear in mind that the statements do not cover all aspects of teaching and learning in R.E. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good R.E.