

Policy for RE

	<i>May 2023</i>	Written by:	Beth Horwell
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School Vision:

The vision of our school is 'We share our gifts and talents, and with God's help, it can become something amazing!'



RE is taught as part of a broad and balance curriculum, which allows children to share their gifts and talents and with God's help, this can become something amazing!

Bishop Bronescombe School Motto is: ***'Learning that lasts a lifetime.'***

Rainbow Multi-Academy Trust's Mission Statement is: ***'Building a brighter future together.'***

General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitors' Booklet which people are given upon arrival. All staff carry responsibility for the welfare and success of the children in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Statement of intent for R.E.

The purpose of RE is captured in the principal aim, which is: to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding

and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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

Implementation - The RE teaching and learning approach

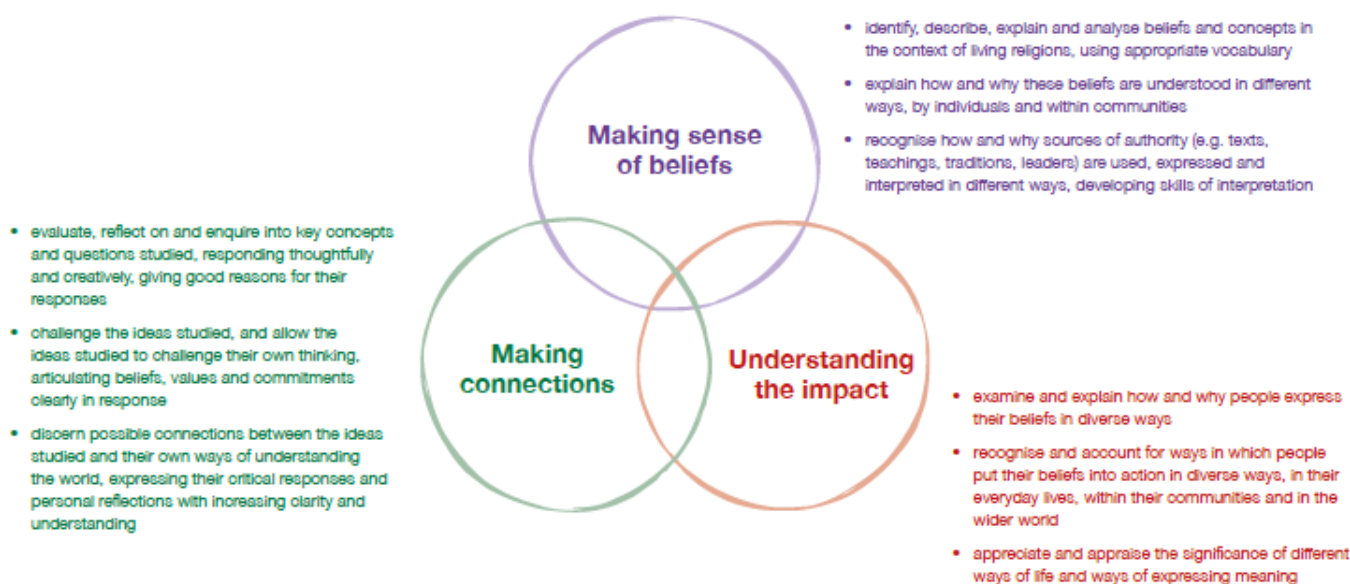
The RE taught will deepen pupils' knowledge about religions and develop their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

Pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

These elements set the context for open exploration of religion and belief.

They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of different approaches.



Broad Guidelines

We use the Cornwall agreed syllabus (2020-2025) and follow the recommended units within it.

Foundation Stage – RE will be taught explicitly in Foundation stage, however, it will be taught in a way that allows children to access the different areas of learning within Foundation Stage. I.e. PSED: Pupils think about issues of right and wrong and how humans help one another, Communication and language: Pupils have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.

Throughout the Foundation stage year, pupils will cover the content of:

- 'God/Creation' – Why is the word 'God' special to Christians?
- 'Incarnation' – Why is Christmas special to Christians?
- 'Salvation' – Why is Easter special to Christians?
- Where do we belong?
- Which places are special and why?
- Which stories are special and why?

The faiths that are covered in each phase are as follows:

Key Stage 1 – Christianity, Judaism and Islam

Lower Key Stage 2 – Christianity, Hinduism, Islam and Judaism

Upper Key Stage 2 – Christianity, Hinduism, Islam and Judaism

KS1

- UC unit: 'Incarnation' – 'Why does Christmas matter to Christians?'
- UC unit 'Salvation' – 'Why does Easter matter to Christians?'
- UC unit 'Gospel' – 'What is the good news Jesus brings?'
- UC unit 'God' - 'What do Christians believe God is like?'
- UC unit 'Creation' – 'Who made the world?'
- Who is Jewish and how do they live? (Double unit)
- Who is a Muslim and how do they live? (Double unit)
- Curriculum Kernewek: What makes some people and places in Cornwall sacred
- What does it mean to belong to a faith community?
- How should we care for others and the world and why does it matter?

Lower KS2

- UC unit 'Gospel' – 'What kind of world did Jesus want?'
- UC unit 'People of God': 'What is it like to follow God?'
- UC unit 'Salvation' – 'Why do Christians call the day that Jesus died 'Good Friday'?'
- UC unit 'Kingdom of God' – 'When Jesus left, what was the impact of Pentecost?'
- UC unit 'Creation and fall' – 'What do Christians learn from the creation story?'
- UC unit 'God/Incarnation' – 'What is the trinity and why is it important to Christians?'
- Who are Hindus and how do they live? (Double unit)
- How do festivals and worship show what matters to a Muslim?
- How do festivals and worship show what matters to Jewish people?
- How and why do people try and make the world a better place?
- Curriculum Kernewek: How and why do people in Cornwall mark significant events in community life?

Upper KS2

- UC unit 'Kingdom of God' - 'What kind of king is Jesus?'
- UC unit 'Incarnation' – 'Was Jesus the Messiah?'
- UC unit 'God' – 'What does it mean if God is holy and loving?'
- UC unit 'Creation/Fall' – 'Creation and science: conflicting or complementary?'
- UC unit 'People of God' – 'How can following God bring freedom and justice?'

- UC unit 'Salvation' – 'What did Jesus do to save human beings?' 'What difference does the resurrection make for Christians?'
- UC unit 'Gospel' – 'What would Jesus do?'
- Why is the Torah so important to the Jewish people?
- What does it mean to be a Muslim in Britain today?
- Why do Hindus try to be good?
- What matters most to Humanists and Christians?
- Why do some people believe in God and some people not?
- Curriculum Kernewek: Does faith help people when life gets hard?

Bibles

- Every child is given a picture bible at the end of Foundation stage and takes this home to enjoy. Also, every child is presented with their own personal Good News Bible at the beginning of Year 3, which stays in school for RE lessons.
- Any new junior admitted will also be presented with a Bible.
- On leaving the school the children take their Bibles with them.
- Children will be made aware of other Holy Books.

Assessment

Assessment is based on the objectives for each unit in the Cornwall agreed syllabus (2020-2025) Formative assessment takes place through discussion and the marking of written work. Sometimes a piece of work will be marked using a question to enable children to think deeper about the content covered in the lesson, children will be encouraged to respond to the question and will be encouraged to know that this develops their understanding within RE.

Summative assessment will take place at the end of each unit (every half term), teachers will use the objectives from the unit to inform a level and then input the level on a tracker on excel. At the end of the year, the teacher will make an informed decision to give a level for each pupil for the whole of the year. The levels are: WB (working below), WT (working towards) WA (working at) or GD (working at greater depth).

Attainment and progression through the school are monitored through work scrutinies and pupil conferencing.

Deepening spirituality floor books

Each phase will have a 'Deepening spirituality' floor book. The floor book will show examples of how the children's spirituality has been deepened within RE lessons, but also during any other subject within the curriculum, or during any activities that take place at school. The floor books will include photographs of activities, but also (and more importantly), how the children responded to the activity (i.e. quotes or artwork).

The Religious Education Co-ordinator

Mrs Horwell is the Curriculum Co-ordinator for RE who receives any written materials or information which arrives in school and is responsible for the development of Religious Education as a subject throughout the school. She is responsible for helping staff to plan Religious Education for a particular class; monitoring planning and monitoring what is taught in Religious Education by spending time in classrooms and looking at children's work, as well as talking to pupils. The Co-ordinator is responsible for the purchase and storage of all RE resources.

Parents

Parents have the right to ask for their children to be withdrawn from Religious Education activities which they deem to be inappropriate for their own beliefs. Requests of this nature need to be received by the Head of school in writing.