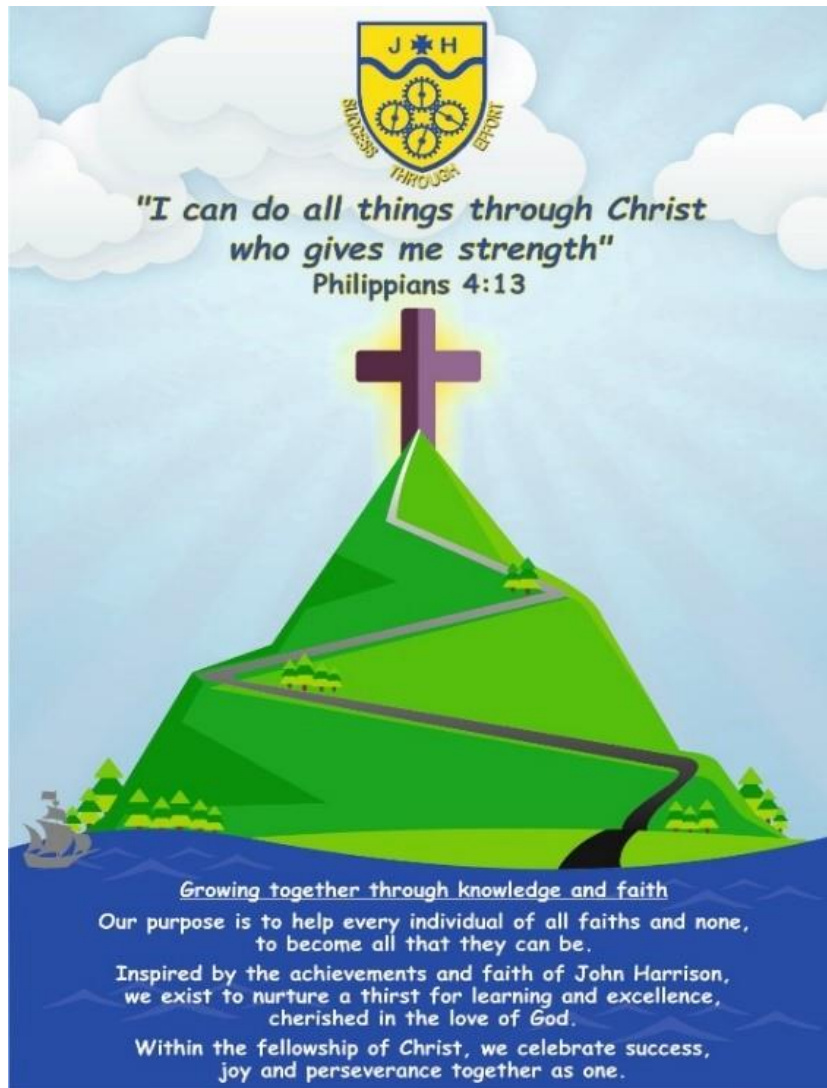


John Harrison CE Primary School

Religious Education Policy



Date reviewed Summer 2023
Amendments: None
Date of next review Summer 2025

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

John Harrison CE Primary School RE Policy

THE CONTEXT

John Harrison Church of England School is a smaller than average rural school for children in the age range 4 to 11.

As a Church of England school, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.

We also 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 our provision of effective RE.

Furthermore, we actively seek to prepare our pupils for life in modern Britain. As such, we promote key 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.

OUR VISION

Success through Effort: Growing together through knowledge and faith

Our purpose is to help every individual of all faiths and none, to become all that they can be. Inspired by the achievements and faith of John Harrison, we exist to nurture a thirst for learning and excellence, cherished in the love of God. Within the fellowship of Christ, we celebrate success, joy and perseverance together as one.

"I can do all things through Christ who gives me strength" Philippians 4:13

THE PURPOSE OF RE

We teach RE as a core part of our school curriculum to help all our pupils develop their religious literacy. We understand religious literacy to be: "our pupils' ability to hold balanced and well-informed conversations about religion and belief".

Our programme of study is compliant with the requirements of our local SACRE, which is delivered through a carefully constructed curriculum purposely designed for our local community. This takes its main structure and resources from the Lincolnshire Syllabus (launched September 2019) plus units from the Understanding Christianity resource, as well as local studies which reflect our local community.

We have strong links with our local churches and receive great support from the Diocese in the form of grants, CPD and visits from the Bishop's visitor and Diocesan Education Office.

AUDIENCE

This policy document has been presented to and agreed by the whole staff and Governing Body. It is for the use of all staff, students, governors, parents, church members and other interested professionals.

AIMS AND OBJECTIVES FOR TEACHING R.E.

RE at John Harrison Church of England School is provided 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 compliant with the locally agreed syllabus for North Lincolnshire (although the main delivery is through the Lincolnshire Syllabus). This has received formal agreed by all relevant parties in May 2019.
4. We deliver RE in accordance with the Church of England Education Office's [Statement of Entitlement](#).

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

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

TIME ALLOCATION

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2/KS3. This time is arranged in a variety of ways that best suit the topic and class so this could be as discrete hour-long lessons/RE days or a week.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

RE curriculum time does not include values lessons, collective worship or assembly.

THE TEACHING OF RE

Our RE Scheme of Work is compliant with the locally agreed syllabus and can be provided on request with the RE based around half termly themes/Big Questions.

At KS1, the principal religions studied will be Christianity and Islam with a specific unit on Judaism as part of our community links.

At KS2, the principal religions studied will be Christianity, Islam, Hinduism with again, links to Judaism. It is expected that pupils will also encounter non-religious worldviews, such as Humanism as part of their RE curriculum.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage.

The class teacher writes the plans for each lesson. 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.

The Statement of Entitlement advocates rigorous enquiry, analysis, interpretation, evaluation and reflection which we subscribe to wholeheartedly and seek to deliver through a multitude of methods e.g. art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors etc in order to enable each child to progress in RE according to their individual needs.

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. In terms of CPD, we invest regularly in all the latest and appropriate training for all staff based on their requirements.

RESOURCES

John Harrison C of E School has invested well in a wide range of rich resources including appropriate books, artefacts, online video resources, persona dolls, etc. all audited 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.

We also have a well-stocked Godly Play cupboard (supplied in partnership with our links at Holy Trinity Church) that supports a distinctive termly delivery of an appropriate Bible story linked to the syllabus.

VISITS AND VISITORS

We consider that an essential element of the delivery of good quality RE is encounter with a range of religious and non-religious worldviews. 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 us and these visits are arranged in accordance with the school's trips policy.

SUPPORTING ALL LEARNERS

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. At John Harrison Church of England School, we teach RE to all pupils, whatever their ability and individual needs as 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 to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

INSPECTION

The effectiveness of RE is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. John Harrison Church of England School is a VC

school. As such, progress and attainment in RE is not inspected as a distinct element of the Section 48 SIAMS 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

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.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. Using a self-evaluation tool, such as the school evaluation form for the RE Quality Mark, 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.

For pupils, we assess at the end of each key phase in line with the latest assessment advice from the Diocese of Lincoln which is the balanced RE approach: Living/Thinking/Believing. We provide an annual report on each child's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods including verbal feedback, evidence folders and written comments on individual pieces of work.

WITHDRAWAL FROM RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the RE Subject Leader/head teacher/school governors.

We are aware of the recent research from Liverpool Hope University published in the British Journal of Education, that indicates growing support to revoke this.

THE ROLE OF THE SUBJECT LEADER

- To organise, purchase and maintain resources in the school in line with the School Development Plan
- To advise and coordinate the teaching of R.E. throughout the school.
- To offer support and guidance in the planning process.
- To develop ideas and resources to continue to improve the delivery of R.E.
- To oversee assessment, recording and reporting.
- To build up a portfolio of work in R.E.
- To keep abreast of current publications and developments.
- To liaise with visitors, the Bishop's visitor, the Foundation Governors and vicar
- To attend courses and subject leader meetings.

THE ROLE OF THE SUBJECT GOVERNORS

The Foundation Governors will meet with the subject leader on a number of occasions during the year. Through this liaison they will develop an understanding of the strengths of the subject as well as areas for development. Occasional classroom visits to lessons and worship will inform this understanding.