

Easington CE Primary Academy



EASINGTON
CE PRIMARY ACADEMY

**“ A community working in harmony to achieve our
God – given potential. “**

John 10:10 I have come that they may have life, and have it to the full.

Religious Education Policy

Religious education should enable every child 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)

This policy has been adopted by the Governors in consultation with the Head teacher, and teaching staff.

It was approved by governors on...July 2020

and will be reviewed on.....July 2023

Introduction

At Easington CE Primary Academy, 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. We teach according to the agreed Diocese of York and Leeds RE syllabus. As a church school, 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. Links with our school 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

***“So, whether we are at home or away, we make it our aim to please him.”
(2 Corinthians 5:9)***

As stated in the Church of England Statement of Entitlement for Religious Education, our school 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

“All scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness.”

(2 Timothy 3:16)

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other 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

***“For everything there is a season, a time for every matter under heaven.”
(Ecclesiastes 3:1)***

Parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two.

Teaching and learning

***“Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning.”
(Proverbs 22:6)***

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. 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. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

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.
- Researching 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. Questions, views, and opinions are treated with sensitivity and respect.

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.

Visits and visitors

***“The Lord will keep your going out and your coming in”
(Psalm 121:8)***

We may visit places of worship in the immediate vicinity of the school, our local area and sometimes our region, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE.

We may invite into school, faith leaders and other members of the community who are willing to meet with children and be involved in the teaching of RE.

Health and Safety

***“Where there is no guidance, a people falls, but in an abundance of counselors there is safety.”
(Proverbs 11:14)***

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 school’s health and safety policy in these circumstances.

Matching Work to Pupils' Needs

***“Train up a child in the way he should go; even when he is old he will not depart from it.”
(Proverbs 22:6)***

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Understanding Christianity

***“Think over what I say, for the Lord will give you understanding in everything.”
(2 Timothy 2:7)***

Understanding Christianity is a project which provides a coherent approach to teaching and learning about Christianity, in the wider R.E. curriculum. The purpose of the programme is to help teachers support pupils in developing their own thinking and understanding of Christianity, as a contribution to their understanding of the world and

their own experience within it. Pupils aim to explore significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy. Understanding Christianity is run alongside the York agreed syllabus for R.E.

Understanding Christianity has eight core concepts and set out knowledge 'building blocks', to clarify what pupils should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the U.K. and the world today, making connections with the world of the pupils and their wider understanding.

Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with these core concepts through biblical text, placing the text and concepts within the wider Bible story. Each unit addresses a concept, through key questions, exploring core Bible text, their impact for Christians, and possible implications for pupils.

Each unit incorporates the three elements below:

- **Making sense of the text:** developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of text for Christians.
- **Understanding the impact:** examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
- **Making connections:** evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Pupils' achievement can be assessed against the knowledge building blocks and against end-of-phase outcomes related to the elements above.

Legal Requirements

"Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God."
(Romans 13:1)

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.

We note the Human Right of parents to withdraw their children from RE.

The school 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 importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE.

We aim to provide an open curriculum which can be taught to all pupils.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals.

We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Date of validation.....14th July 2020

Signed....J Speck.

Chair of Governors

Date of review.....July 2023

Signed.....J Speck.

Chair of Governors