

RYHALL CE ACADEMY



part of a Multi Academy Trust
Peterborough Diocese Education Trust



RELIGIOUS EDUCATION POLICY

Formulation date:	July 2015
Responsibility:	C Hicks (RE Lead) & Headteacher
Governor Link:	A Rogers
Review Date:	October 2018
Review Date:	October 2020

Associated Documentation:

[Religious Education in Church of England Schools: Statement of Entitlement, Church of England Education Office, 2016](#)

The Agreed Syllabus for RE, Rutland County Council, 2018 (in collaboration with Northamptonshire County Council, Peterborough City Council and Cambridgeshire County Council).

1. ETHOS STATEMENT

Ryhall CE Academy provides a learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

ignite a passion for life-long learning;
develop great thinkers who embrace challenge;

promote curiosity, enthusiasm, independence, self-belief and confidence.

Our strong Christian ethos encourages:

**compassion,
friendship,
resilience
trust and
respect.**

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs and for those without faith and individual liberty.



At Ryhall CE Academy:

- We will provide high quality education to ensure happiness and achievement for all; aiming for excellence in teaching and learning in order to achieve outstanding learning outcomes. We will celebrate success at every part of the learning journey, individually and collectively – *educating for wisdom, knowledge and skills*¹.
- We will work in partnership with parents, carers, schools, the church and other organisations to enable our pupils to become healthy, confident, responsible and lifelong learners, encouraging a sense of caring and belonging within their local environment, nationally and globally – *educating for community and living well together*.
- We will continuously work towards keeping children safe by encouraging them to communicate effectively and through personal development, behaviour and welfare. We aim to prepare children for the excitement and challenges of the 21st Century – *educating for dignity and respect*.

¹ Church of England Vision for Education, July 2016

- The worth of each child impels us to work to fulfil their God-given potential, whatever the religious or other tradition with which they or their family identify. Each is to be understood as respectfully and deeply as possible; encouraged to challenge themselves spiritually, morally, intellectually, imaginatively and actively, and to ensure they develop the necessary skills to prepare them for a fulfilling life and work – *educating for hope and aspiration*.
- We believe our school values of compassion, friendship, resilience, respect and trust are distinctly Christian and permeate through Ryhall CE Academy life. This provides a strong sense of perseverance and lifelong learning, honesty, mutual respect, happiness, enjoyment and high standards. Whilst they are a visible presence around the school, our values are far more; all members of the school are actively encouraged to implement them every day. Our 'strapline'

'look back with pride and move forward with confidence;

encourages children to face their fears, demonstrate endurance, believe in their ability and value all that is strong and good about themselves.

2. Whole School Aims and Objectives

- 2.1. At Ryhall CE Academy our Mission is *'to equip students for life through the nurture of academic potential, individual talent, respect and self-worth in each person.'*
- 2.2. RE has an important contribution to make towards this by providing a caring environment where children feel secure and able to express their views and beliefs.
- 2.3. Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community.
- 2.4. As a Church of England school, the teaching of Christianity is at the heart of our RE teaching – teaching which is rooted in the person and work of Jesus Christ.
- 2.5. **Our Aims in RE are for children to:**
 - develop an awareness of spiritual and moral issues in life experiences;
 - develop a deep-rooted knowledge and understanding of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage;
 - have an increasing awareness and understanding in order to foster respect in other major world religions, beliefs and traditions found around the world as well as in the UK, celebrating the diversity in society;
 - develop an understanding of what it means to be committed to a religious tradition;
 - be able to reflect on experiences and to develop a personal response to the fundamental questions of life;
 - develop investigative and research skills enabled reasoned judgements about religious issues.

3. Teaching & Learning

3.1. Time Allocation

The time allocated for RE will be a minimum 45 minutes per week at KS1 and 1 hour per week at KS2. RE will form part of the planning for EYFS. RE curriculum time does not include Collective Worship.

3.2. Scheme of Work

The locally Agreed Syllabus, together with 'Understanding Christianity' forms the basis for teaching of RE at Ryhall CE Academy. We will ensure that the teaching of Christianity forms at least two-thirds of our curriculum delivery. RE is based around termly units where Christianity and Judaism

are the major religions studied at KS1, at Lower KS2 Christianity and Islam are studied and at Upper KS2 Hindu and Sikh traditions are explored (see Appendix 1). We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

3.3. Teaching and Learning Styles

We will ensure that a variety of teaching and learning styles are adopted by teachers in RE to allow access by all pupils. The variety enables pupils to encounter their preferred learning style as well as develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research; drama, group work, individual reflection, use of music and art, visits and visitors, use of ICT, use of photos, posters, DVDs.

3.4. Resources

We have sufficient resources in our school to be able to teach all our religious education units. We keep resources for religious education in a central store in the Main Hall where there is a box of artefacts related to the major world faiths, which we use to enrich the teaching. The school library also has a good supply of RE reference books and a set of bibles. We encourage visits to places of worship and invite those of various religious denominations and faiths into the school. We feel that this enriches the experiences for the children. We will regularly seek particular support and guidance from the local clergy in both Anglican and Methodist denominations.

3.5. Matching Work to Pupils Needs

It is essential that children's special needs are taken into account, and we will ensure that each pupil should obtain maximum benefit, by stretching the pupil to reach his or her potential, but without making impossible demands. All lessons are differentiated to ensure pupils across the ability range have access to the curriculum.

It is essential that children's special educational needs be met sensitively and positively. Teachers should plan Religious Education work so that all children can achieve success in their work and receive recognition.

Religious Education should give equal opportunities to all our children and ensure that both boys and girls find tasks relevant and interesting.

3.6. Assessment, Recording and Reporting

- 3.6.1. Objectives for each unit of work and lesson are shared with the children. Objectives and strategies for assessment are incorporated into short term planning.
- 3.6.2. Pupils work in RE is assessed through self, peer and teacher assessment. These judgements are used by the teacher to decide 'where next' within a lesson and within the unit, as well as the next time that particular skill, attitude or knowledge is encountered. Marking and Assessment is in line with the whole school Marking and Assessment policy.
- 3.6.3. In line with the requirements of the Agreed Syllabus for RE, we use Attainment Descriptors to help make judgements about pupil progress and attainment three times per academic year.
- 3.6.4. An annual report informs parents of their child's progress and attainment in RE.

4. Links to other areas

4.1. PSHE, Citizenship and Community Cohesion

RE looks at moral codes and values that underpin people's behaviour. It promotes values and attitudes that develop respect and sensitivity for others and enables discussion of a range of views, opinions and beliefs which help to prepare children to become valuable citizens in a culturally diverse society.

We try to ensure visits and visitors from different faith communities and cultural backgrounds within the immediate community are planned into the RE Programme of Study where possible. This helps to develop community cohesion through RE.

4.2. Spiritual, Moral, Social and Cultural (SMSC) Development

RE plays a key role in pupil's spiritual and moral development, and makes a distinctive contribution to their social and cultural development. Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We also enhance their social development by helping them to build a sense of identity and worth through the use of circle time discussions.

4.3. Literacy

RE embeds skills of literacy in a variety of ways; speaking and listening, drama, reading different texts and writing in different genres.

4.4. Collective Worship

RE is different in nature to both Worship and Assembly. The aims and objectives of RE are different and distinct from those of Collective Worship. RE is about developing skills, knowledge and understanding in order to make decisions about the important questions. Worship is about being given the opportunity to participate in an experience which can lead to a heightened sense of spiritual awareness.

5. Staff Development

5.1. It remains our priority to ensure that RE teaching is of high quality and in order to do this, we place necessary importance in staff development within the subject.

5.1.1. The lead for RE will attend all LA network meetings in order to keep abreast of developments and knowledge within the subject. He/She will also be trained in the delivery of 'Understanding Christianity' in order to provide training and support for all staff.

5.1.2. All members of teaching staff will attend RE subject development training at least bi-annually; this will be appropriate to year group and religions taught.

5.1.3. RE will be given the necessary time in in-house staff training and development each term (i.e. x 6 per year).

6. Equal Opportunities

6.1. All children and adults, regardless of race, religion, gender, age or ability shall be equally valued and respected. We believe this is an integral and vital part of our learning.

6.2. The teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities regardless of their religious beliefs, gender, race, ability, social background or physical capacity. Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials, tasks and experiences, in order to reflect the cultural diversities of our society.

7. Right of Withdrawal

7.1. In keeping with the law, parents may withdraw their children from RE provided they give written notification to the school. The school will ensure that suitable supervision is provided. There are no pupils withdrawn from RE at present.

7.2. Teachers may also exercise their right to withdraw from teaching RE if they wish to do so but must give notice of their intention in writing to the Local Governing Body.

8. Monitoring, Evaluation and Review

- 8.1. The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.
- 8.2. In the delivery of high quality provision for RE, the RE Lead and teachers are given support from the Senior Leaders, local governing board (Foundation Governors in particular) and the MAT. One of the school's Foundation Governors will undertake monitoring visits at least three times per academic year – conducting learning walks, work scrutiny, pupil voice forums etc. to support the Subject Leader in ensuring a high quality RE curriculum delivery.
- 8.3. We intend that this policy should operate for the next three years and then be fully reviewed by all the staff and governors. To ensure that the policy is in practice the Subject Leader monitors the ongoing displays and work in classrooms.

9. Safeguarding

- 9.1. We are committed to safeguarding and promoting the welfare of all children and young people. We expect all staff, volunteers and parents to share this commitment. All safeguarding concerns should be reported immediately to the Designated Safeguarding Lead (DSL), Ms Walker (Headteacher) or one of the Deputy Designated Safeguarding Leads (DDSLs – Mrs Jibb, Mrs Dyer, Mrs Jesson) in her absence.
- 9.2. However, please note that any adult may contact the Social Care Duty Team at the County Council should they have a concern about a child. Looking after children is everyone's responsibility.

Appendix 1

2018-2019	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<i>"Ourselves, Our Families, Our Communities: Where do we belong?"</i> (Focus on religions/worldviews of pupils/local community) GT	Incarnation "Why do Christians perform Nativity Plays at Christmas?" UC	"Special Books: What can we learn from stories from different religions?" GT	Salvation "Why do Christians put a cross in an Easter garden?" UC	"Celebrations and Special Times: What happens at a wedding or when a baby is born?" (Include at least one religion other than Christianity) GT	God "Why is the word 'God' so important to Christians?" UC
Y1	God "What do Christians believe God is like?" UC	<i>"The Family in Judaism: How does being Jewish make a difference to family and celebration?"</i> (focus on SUKKOT) GT ADDITIONALLY: Incarnation "Why does Christmas matter to Christians?" CORE UC	<i>"The Family in Judaism: How does being Jewish make a difference to family and celebration?"</i> (focus on SHABBAT) GT	Salvation "Why does Easter matter to Christians?" CORE UC	"The Torah: How does the Torah influence the lives of Jewish people?" GT	Gospel "What is the Good News that Jesus brings?" CORE UC
Y2	Creation "Who made the world?" UC	"Celebrations and Special Times: How and why do Hindus celebrate Diwali?" New AS ADDITIONALLY: Incarnation	"Family Ties: How and why do Hindus celebrate Raksha Bandhan?" GT SDU	Salvation "Why does Easter matter to Christians?" DIGGING DEEPER UC	"Peace: Why should we give peace a chance?" (Focus on Humanism and Christianity)	Gospel "What is the Good News that Jesus brings?" DIGGING DEEPER

		<p>“Why does Christmas matter to Christians?”</p> <p>DIGGING DEEPER</p> <p>UC</p>			GT SDU + New AS	UC
Y3	<p>People of God</p> <p>“What is it like to follow God?”</p> <p>UC</p>	<p>Incarnation</p> <p>“What is the Trinity?”</p> <p>CORE</p> <p>UC</p>	<p>“Islam: The Five Pillars of Islam - what difference do these rules make to Muslims?”</p> <p>GT</p>	<p>“Sikhism: What does it mean to belong to a Sikh family?”</p> <p>New AS</p> <p>ADDITIONALLY:</p> <p>Salvation</p> <p>“What do Christians call the day Jesus died?”</p> <p>CORE</p> <p>UC</p>	<p>Kingdom of God</p> <p>“When Jesus left what was the impact of Pentecost?”</p> <p>UC</p>	<p>“Values: What do Humanist celebrations tell us about the things Humanists value?”</p> <p>New AS</p>
Y4	<p>Creation</p> <p>“What do Christians learn from the Creation Story?”</p> <p>UC</p>	<p>Incarnation</p> <p>“What is the Trinity?”</p> <p>DIGGING DEEPER</p> <p>UC</p>	<p>“Milestones and Meanings: How does Bar/Bat Mitzvah impact on the life of a Jewish child and their family?”</p> <p>GT SDU</p>	<p>“Values: What do Humanists value most in life?”</p> <p>GT and New AS</p> <p>ADDITIONALLY:</p> <p>Salvation</p> <p>“What do Christians call the day Jesus died Good Friday?”</p> <p>DIGGING DEEPER</p> <p>UC</p>	<p>“Beliefs and Actions in the World: Can Islamic Relief change the world?”</p> <p>GT</p>	<p>Gospel</p> <p>“What kind of world did Jesus want?”</p> <p>UC</p>
Y5	<p>“Hinduism: What difference does being a Hindu make to Hindus living in Britain</p>	<p>“Places of Pilgrimage: Why do Hindus/Sikhs/Muslims make sacred journeys?”</p>	<p>God</p> <p>“What does it mean if God is loving and holy?”</p> <p>UC</p>	<p>Salvation</p> <p>“What did Jesus do to save human beings?”</p>	<p>“Belief Through Art: How do people express their religious and spiritual</p>	<p>People of God</p> <p>“How can following God bring freedom and justice?”</p>

	today?" New AS + GT	New AS ADDITIONALLY: Incarnation "Was Jesus the Messiah?" CORE UC		UC	ideas through art?" GT SDU + New AS	UC
Y6	Gospel "What would Jesus do?" UC	" <i>Sikhism in Britain:</i> What difference does being a Sikh make to Sikhs in Britain today?" New AS + GT ADDITIONALLY: Incarnation "Was Jesus the Messiah?" DIGGING DEEPER UC	Creation "Creation and Science: conflicting or complementary?" UC	" <i>Humanism:</i> Why don't some people believe in God?" New AS ADDITIONALLY: Salvation "What difference does the resurrection make for Christians?" UC	" <i>Buddhism in Britain:</i> What difference does being a Buddhist make to Buddhists living in Britain today?" New AS	Kingdom of God "What kind of King was Jesus?" UC

KEY:

UC Understanding Christianity

GT Growing Together (Old RE Syllabus)

NEW AS New Agreed Syllabus

NB The additional UC units in Terms 2 and 4 refer to the blocks we do for Christmas and Easter.