



# OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School  
A place where everyone can flourish*

Reviewed	Agreed by Staff	Agreed by Governors	Review Date
September 2023	September 2023	September 2023	September 2024

## **RELIGIOUS EDUCATION POLICY**

### **Introduction:**

At Old Bexley CE Primary 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. Links with our Christian values and vision, and support for pupils' spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. The Fruit of the Spirit, which form the foundation of our school vision, are displayed in every classroom. We seek to cultivate and apply the Fruit of the Spirit in all aspects of school life. 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.

### **Curriculum Vision:**

At Old Bexley CE Primary, we want every child to succeed and develop to become a well-rounded individual, striving for the mountain top. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Using the Rochester Diocese Agreed Syllabus, we learn about the six major world religions and world views, fostering respect for them. 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. As a school, we celebrate progress and help children to know how to move on their next steps. We aim to prepare children for life beyond Old Bexley CE Primary and provide them with the skills to thrive.

### **Aims:**

As stated in the Church of England Religious Education Statement of Entitlement, Religious Education in this school aims:

- 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.

### **Objectives:**

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- give a theologically informed and thoughtful account of Christianity as a living and diverse faith
- show an informed and respectful attitude to religions and world views in their search for God and meaning
- engage in meaningful and informed dialogue with those of other faiths and none
- reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

### **Intent:**

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). RE in our school will fulfil legal requirements by making use of support and resources from the Rochester Diocese. In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. All learning and school values are underpinned by the Fruit of the Spirit. RE will provide opportunities for pupils to be informed, expressive, enquiring and reflective about what religions have to say about fundamental questions of life. We aim to foster in learners an understanding of the influence of religion and beliefs both locally and globally. Through each year group, clear progression can be seen in terms of the subject content and the children's thinking. Staff will be flexible and responsive to the needs of all learners. RE is to be assessed consistently and regularly, recorded half termly on assessment grids.

### **Implementation:**

Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It is ensured there is careful, progressive planning across the school ensuring that the EYFS and Rochester Diocese Agreed Syllabus aims are met. Quality first teaching is embedded in the school. Staff members apply a consistent approach to the teaching of RE from EYFS up through the school. Lesson provide children with inspiration, challenge and enjoyment. Every class teacher has a thorough knowledge of the children in their class so that their planning and teaching is responsive to the needs of that class. Higher level questioning is used to provide pupils with the opportunities to discuss and debate. Vocabulary is a key focus, helping children to become religiously literate. All staff members have high expectations of behaviour both in and out of the classroom. Children are

encouraged to think deeply, developing independence with this as they move through the school. All pupils have high expectations and take pride in their work.

### **Impact:**

The impact of a strong RE curriculum, allows pupils to know about and understand a range of religions and world views. Pupils are able to express ideas and insights about the nature, significance and impact of religions and world views. Children are taught and provided with the skills needed to engage seriously with a range of religions. Pupils can 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. From regular feedback and discussion, pupils know how they can progress in RE to allow them to make good, age-appropriate progress. Children are able to explore their own religious, spiritual and philosophical ways living, believing and thinking.

The RE curriculum at Old Bexley CE Primary will help prepare children for the secondary curriculum where RE continues to be a compulsory requirement.

### **Teaching and Learning:**

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- listening to the teacher and each other
- reading of texts
- discussion with the teacher and other pupils
- pair and group work
- using a range of media such as artefacts, pictures, photographs, music and drama
- visits and visitors
- artwork
- time for reflection.

This wide variety of teaching and learning will be monitored by book scrutinise and pupil voice.

### **Inclusion:**

At Old Bexley CE Primary, we recognise and celebrate diversity across our student body and wider community. We make every effort to ensure that Religious Education is delivered in an appropriate and sensitive manner which respects and values the culture, beliefs and convictions of all students and their communities.

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

### **Breadth and Balance:**

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

### **Equal Opportunities:**

Religious Education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks 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. All questions, views, and opinions will be treated with sensitivity and respect.

### **Relevance:**

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable 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. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

### **Cross-Curricular Links:**

Religious Education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, Drama, History, Geography, Computing, Music as well as Personal, Social and Emotional Education and Citizenship.

### **Assessment, Recording and Reporting:**

Assessment in Religious Education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Recognise the range of skills and attitudes which the subject seeks to develop

- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.

Assessment takes place, half termly, at the end of each topic. The assessment is based entirely on the class teacher's judgement, of how each child has grasped the topic. This is recorded on assessment sheets, for each topic, produced by the Rochester Diocese, in-line with the agreed syllabus.

### **Role of the RE Subject Leader:**

The Subject Leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office)
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage
- Support colleagues and help develop their subject expertise
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards
- Liaise periodically with the HT and Governors
- Seek opportunities for professional development for themselves and other staff
- Order resources
- Monitor end of term assessments
- Observe the teaching of RE in school, providing support and guidance for teachers.

### **Resources:**

Religious Education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts.

The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition, within year groups.

The school is also supported by the clergy at the Bexley Team Ministry.

### **Parental Engagement:**

Information regarding the RE curriculum and what is covered in school are available for parents on the website, under the RE Syllabus Overview.

### **Legal Requirements:**

From the time of the 1944 Education Act, parents have had the right to withdraw their children from Religious Education. 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 Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, as it is an inclusive opportunity for those of all faiths and none, and that anyone wishing to withdraw their child would discuss this with the Head Teacher before making this decision.