



Lady Boswell's C.E. (Aided) Primary School

*Learning Together, Learning for
Life*

RE POLICY

Date of Policy: November 2024

Date of Next Review: November 2027

Policy to be authorised by: Curriculum
Committee

Policy approved:

Signature:

Author of Policy: Mrs S Milne

R.E. Policy for Lady Boswell's C.E. (Aided) Primary School

Aims of School

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

As a result, our children will:

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

Religious education should enable every child to flourish and 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 developed in line with our Biblical Vision (Luke 10:25-37). Jesus' parable of the Good Samaritan emphasises the importance of loving our neighbours as ourselves, regardless of background or circumstances. This principle guides us in fostering an inclusive and supportive environment where every individual is valued and respected. We aspire to ensure that God's unconditional love affects every word, relationship and deed within our school and we encourage our children to care for others, through understanding and respect.

Introduction

At Lady Boswell's School, Religious Education is an integral part of our school life. We are a Voluntary Aided Primary School with a Christian foundation and, as such, Christianity forms the basis of all the teaching in the school and how we treat each other. We are aware that many children may already arrive at our school with a high level of knowledge about the core text and practice of Christianity and that parents have chosen our school for its strong Christian ethos, within which they wish their child to be educated and nurtured. 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. 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. Using the Kent Agreed Syllabus incorporating 'Understanding Christianity', the syllabus adopted by the Dioceses of Canterbury and Rochester in September 2023, we learn about other religions and world views, fostering respect for them. Links with our Christian values and 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

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

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

Schemes of Work

In September 2024, School adopted the Kent Agreed Syllabus incorporating 'Understanding Christianity' which is endorsed by the Dioceses of Canterbury and Rochester. The scheme of work has been implemented with accompanying documents for planning. All class teachers new to the school are introduced to 'Understanding Christianity' and attend the course 'New to a Church School' in Rochester, part of which is about teaching the 'Understanding Christianity' units.

Teaching and learning

Religious Education will be taught and learned as a discrete timetabled subject of at least 5% of teaching time. The RE entitlement is totally separate from requirements for collective worship. Collective worship will not be considered curriculum time for RE or the teaching of RE.

RE lessons provide a safe space to explore pupils' own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning. The Understanding Christianity units identify attainment outcomes linked to the three elements:

- Making sense of the text
- Understanding the Impact
- Making Connections

Class teachers weave these elements through their planned teaching sequence in each unit of work. The Big Frieze panels will be used within lessons to prompt discussion and observation.

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. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. 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.

Assessment, Recording and Reporting

In line with the School's assessment of other core subjects, teachers assess Religious Education at the three annual assessment points. Assessment is based on work-sampling and oral contributions to class discussions. Staff will use reflections from lessons and Solo Taxonomy (hexagonal thinking) to show how children have linked and understood ideas taught across the units. Outcomes will be inputted and tracked, as with other core subjects, and will be monitored by the RE subject leader and SLT, and also reported to parents alongside attainment in English, Maths and Science.

Inclusion

We live in a multi-cultural, multi-racial society and encourage the respect and understanding of other religions and cultures. In a school where the majority of the children come from Christian backgrounds, we are particularly aware of the need to ensure that children from other backgrounds feel valued. We follow Jesus' example to love and serve one another so that all may be included, regardless of race and culture. We believe that all children, irrespective of race, disability and gender, should have equal access to the RE curriculum. Through a variety of learning methods, including adaptive teaching and scaffolding, we will ensure that children with Additional Educational Needs can fully access the RE content.

The Learning Environment

- Classrooms should have displays of RE work where possible, a cross in a prominent place in the classroom and an area for reflection.
- The hall has a cross, a Bible and an opportunity for prayer or reflection.
- Visits to the local Parish Church are encouraged to enrich topic work.
- Other visits and visitors are strongly encouraged.

Spiritual, Moral, Social and Cultural Development

- RE has a particular contribution to this aspect of education because of its subject matter and the approach that is taken to the subject in this school.
- Pupils are encouraged to develop their own spirituality by exploring religions, ideas and reflecting upon them for themselves, allowing them to flourish in this aspect of life.
- They are encouraged to develop morally by considering religions' codes of conduct and discussing moral issues.
- They explore the social aspects of religion such as religions' lifestyles. We also encourage pupils to listen to each other and to respect people whose ideas are different from their own.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the [Church of England Statement of Entitlement](#).
- Review, monitor and co-ordinate the RE policy and its implementation in conjunction with the Governing Body and the Diocese Educational team.
- Attend Diocesan courses and liaise with the Diocese RE Educational team to stay informed about the latest developments.
- Support teachers, providing where necessary appropriate training and development
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Arrange visits to places of religious significance and visitors to the school.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request. (*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.

Right of withdrawal

Parents have the right to withdraw their children from Religious Education if they wish. The expectation at Lady Boswell's school is that any parent who wishes to exercise this right would do so after discussion with the Co-Head Teachers.