



**The  
Edward Betham CofE Primary  
School**

**Religious Education Policy**

<b>Ratified on</b>	09.07.18
<b>Signed by Chair of Governors</b>	<i>P. Hounsell</i>
<b>To be reviewed on</b>	Summer Term 2021

***Faithful to the ambition of its founder, Edward Betham School offers children the opportunity to grow and learn in an environment that places the love of Christ at its heart.***

### **Our Vision**

At The Edward Betham CofE Primary School, we are committed to creating a secure, caring and stimulating learning environment based on Christian values. We actively promote the principles of positive behaviour management that enable effective teaching and learning to take place.

### **Our Values**

As a church school, Christian values are at the heart of the ethos of our school and our Christian values inform all that we do as a school. These Christian values underpin our wider R.E. learning and are the focus for collective worship each half term.

Hope	Compassion	Endurance
Forgiveness	Trust	Thankfulness

### **Introduction**

R.E. is central to the purpose of The Edward Betham CofE Primary School because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth. R.E. at Edward Betham explores how individuals and communities make meaning and sense of their lives through a detailed study of Christianity alongside studying some of the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. R.E. is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for and understanding of the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children.

### **Aims**

At our school, R.E. supports and strengthens the vision, ethos and values that are at the heart of what we aim to do in every aspect of school life. Throughout their time at Edward Betham, we seek to develop every child spiritually, morally, socially, culturally and intellectually. This aim is embedded in the R.E. curriculum. As a Church of England primary school we follow the agreed syllabus provided by the London Diocesan Board for Schools. This was introduced in September 2017.

Our Religious Education curriculum has the following 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
- To enable all children to become religiously literate
- To ensure R.E. enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry- based approach to the teaching of R.E. so that the following skills in children can be developed:
  - Ability to be critical thinkers
  - Ability to ask deep and meaningful questions
  - Ability to make connections within and across religions and world views
  - Ability to reflect, respond and express their own opinions and beliefs

- Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews belief systems, values and practices
- To offer units of learning that:
  - are rooted in theological concepts, strong subject knowledge and content
  - offer challenge and an in-depth exploration of religion/belief and practices
  - offer motivating, engaging and creative lessons for all children
  - provide opportunities for children to develop empathy towards people of similar or differing religious or world views to their own
  - demonstrate progression of learning both in terms of knowledge and understanding and skills across the primary age range
- To ensure the teaching of R.E. :
  - supports and enhances the Christian vision of the school
  - contributes significantly to the spiritual, moral, social and cultural development of children
  - takes note of the Religious Education Church of England Schools – Statement of Entitlement: The Church of England’s vision for Education – every person deserves to live a ‘life in all its fullness.’

### **Legal Framework**

Parents/carers have a legal right to withdraw their children from Religious Education lessons, but as R.E. is central to the life and identity of The Edward Betham CofE Primary School, we would ask parents/carers to discuss with the Headteacher any reasons they might have for doing this.

### **Teaching and Learning**

Our syllabus has taken note of the 2013 National Curriculum framework for R.E., taking into consideration the following:

#### **Three strands for R.E. learning:**

- **A:** know about and understand a range of religions and world views
- **B:** express ideas and insights about the nature, significance and impact of religions and worldviews
- **C:** gain and deploy the skills needed to engage seriously with religions and world views

#### **Six key areas of enquiry:**

- Beliefs, teachings, sources of wisdom and authority
- Ways of living
- Ways of expressing meaning
- Questions of identity, diversity and belonging
- Questions of meaning, purpose and truth
- Questions of values and commitments

#### **Teaching**

- There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the R.E. syllabus
- The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment across the three strands of learning
- The balance of learning will be two-thirds Christianity and one third other World Faiths. Each year group will study two additional World Faiths per year
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest. There will be a focus on ensuring that the learning is real and relevant to pupils
- R.E. will be taught as a discrete subject and will be enriched by the whole school collective worship programme

- A range of visitors will be invited to support the teaching of R.E.: current visitors include visitors from a synagogue and a humanist speaker. There are planned visits to places of worship including Holy Cross Church, St Paul's Cathedral, BAPS Shri Swaminarayan Mandir and Gurdwara Sri Guru Singh Sabha
- In this school the faiths taught in R.E. at Key Stage 1 are Christianity, Judaism, Buddhism and Islam and at Key Stage 2 Christianity, Judaism, Islam, Sikhism, Buddhism and Hinduism, as well as researching other beliefs represented in our local area
- R.E. will be given at least 5% of curriculum time i.e. one hour per week in Reception and Key Stage 1 and seventy-five minutes per week in Key Stage 2

### **Assessment in R.E.**

- Planned assessment opportunities are identified at the beginning of a unit of learning
- There will be ongoing formative assessment opportunities consisting of:
  - Teacher observations - particularly around children's verbal contributions to class and group discussions
  - High quality teacher questioning
  - Teacher observations of children engaging in collaborative learning opportunities
  - Children's verbal responses during class discussions and debates – recorded on flip chart/smartboards
  - Pupils' responses to the learning, e.g. written work, photographs of drama or hands-on activities, quizzes, artwork
  - High quality verbal and written feedback, including Green for Growth challenges
  - Ongoing self and peer assessment
  - SOLO Taxonomy self assessment sheets which are completed at the beginning and end of a unit, thus offering a tool that evidences clearly a child's progress of learning during a unit
  - Summative assessment
- Pupil progress and attainment in R.E. will be tracked against recommended end of year expectations so as to ensure that children make good or better progress from their starting point
- Progress is tracked over the course of a year so as to ensure that children make good or better progress from their starting point
- Progress is recorded termly and identifies the percentage of pupils working towards, at expectations and working at greater depth
- Pupil books will be continued from year to year to provide an up to date portfolio of evidence to support assessment data
- Opportunities for deeper thinking, which will form evidence for both at expectations and greater depth assessment, will be provided through SOLO Taxonomy self-reflection and extension activities
- Pupils in Years 1-6 will complete at least one piece of extended writing in R.E. per half term. This will be moderated termly to ensure that standards in R.E. are at least in line or above the English standards within the school and nationally
- Progress in R.E. will form part of pupils' annual report to parents and will be discussed at termly Pupil Attainment Review Meetings

### **Subject Leadership**

The R.E. Co-ordinator will:

- support and monitor the subject and will receive an adequate budget to do this
- ensure that his/her subject knowledge and expertise are kept up to date by means of regular training
- ensure that staff receive adequate training in the teaching and assessment of R.E.
- regularly monitor the quality of R.E. teaching across the school
- liaise with the governor who holds responsibility for R.E. and they will report regularly to the governing body on progress and attainment in R.E.

The R.E. Co-ordinator and Headteacher will:

- ensure that the principles set out in the National Society's Statement of Entitlement for R.E. are implemented

### **Monitoring and Review**

This policy will be reviewed regularly. Its effectiveness will be monitored by the R.E. Co-ordinator and will be based upon:

- discussions with other members of staff and the school's R.E. Ambassadors
- observation of children's work
- re-evaluation of teaching plans
- governor monitoring visits
- input from the R.E. Committee

The outcome of the review will influence the future School Development Plan.