

# ST BARNABAS CE PRIMARY SCHOOL

## RELIGIOUS EDUCATION POLICY



*"Barnabas, the Encourager"*

Date of Approval:	March 2022
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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)

In St Barnabas CE Primary School, **our vision is to ignite curiosity and delight in learning so we are ready for an ever changing, challenging world.**

**We will build each other up to be unique individuals in a diverse community - showing resilience and working positively together to make every day count.'**

**Our core values of creativity, courage and compassion underpin our vision.**

*'So speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind. 1 Thessalonians 5:11*

**The link with Saint Barnabas the Encourager is at the heart of our vision (Acts of the Apostles)**

## Introduction

At St Barnabas CE Primary school, 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 City of York Agreed Syllabus with support from the Understanding Christianity resource.

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 worldviews studied.

## Aims and objectives

### York Agreed Syllabus:

The **principle aim** of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

### Understanding Christianity:

The **principle aim** is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- To develop pupils ability to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christian), of themselves, the world and human experience.

## 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.

## **Curriculum balance and time**

Reflecting the school's trust deed or academy funding agreement 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 RE curriculum time.

Sufficiently dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

### **Time Allocation**

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage 1 and 45 hours per year at Key Stage 2. (This reflects 5%, see above)

The time allocated for teaching RE at St Barnabas CE Primary School is:

EYFS	Planned within the EYFS Framework
KS1	1 hour per week
KS2	1hour 15mins per week

### **Scheme of Work**

A detailed scheme of work is available for teachers and other interested people alongside this policy.

It has been written according to the Diocese of York Agreed Syllabus and supported by the Understanding Christianity Resource.

EYFS	Themes emerging from the EYFS Framework that include Christianity and Islam.
KS1	Christianity, Judaism and Islam.
Lower KS2	Christianity, Judaism, Islam, Hinduism and Non-Religious views.
Upper KS2	Christianity, Judaism, Islam, Hinduism and Non-Religious views e.g. Humanists.

## **Teaching and Learning**

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Both the York Syllabus and Understanding Christianity materials provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. This is done through the

three strands - **believing** (*religious beliefs, teachings, sources; questions about meaning, purpose and truth*), **expressing** (*religious and spiritual forms of expression; questions about identity and diversity*) and **living** (*Religious practices and ways of living; questions about values and commitments*). 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.

## **Cross-curricular Links**

Cross-curricular work is encouraged, in line with whole school policy on teaching and learning. 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, art, drama and history, geography, computing, music as well as personal, social and emotional education and

citizenship including British values.

## **Visits and Visitors**

We are able to visit places of worship in the immediate vicinity of the school and our local area, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes so that children visit a range of places of worship during their time in school. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

The RE subject leader supports class teachers to organise these educational visits.

Each class also has the opportunity to take part in a YoYo Workshop throughout the year, and a prayer spaces workshop.

## **Health and Safety**

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.

## **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**.
- Produce and regularly review a subject policy to ensure it remains up to date.
- Ensure all teachers know 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.
- Monitor and review the implementation of policy and units of work.
- 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.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

### **Matching Work to Pupils' Needs**

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.

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

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Diocese of York Agreed Syllabus.
- 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.
- Include pupil self-assessment.
- 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.

- Enable effective reporting to parents.

## **Monitoring, Evaluation and Review**

We intend that this policy should operate for the next 3 years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for supporting training, all staff are asked to share a copy of the planning for RE with the subject leader each term.

The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

## **Self-Evaluation**

The subject leader for RE will assess and review the subject's strengths and areas for development. This will be in line with SIAMS and OFSTED guidance and self-evaluation and review.

## **Staff Training and CPD**

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends network meetings.

## **Resources**

We have a range of resources, to support our RE teaching, that we continue to develop. 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. We maintain an RE story shelf in the library, which offers many stories from different traditions. The school makes use of guidance material produced by the SACRE / 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. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate. Our staff are given protected time to familiarise themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

## **Legal Requirements**

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, by all staff.

Teachers are asked to refer to the Headteacher any questions from parents about withdrawals. We ask 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 Headteacher and a record kept of them.

If students are withdrawn from religious education, they will be supervised by support staff in a different part of school away from the taught RE lesson.