



Burbage C of E Infant School



Religious Education Policy

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The governing body adopted this policy:

Chair of Governors:

Signed:

Date:

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1. Legal position of religious education in school

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils’.

Burbage C of E Infant School is a Church of England Voluntary Controlled School and therefore follows the Leicestershire Agreed Syllabus for Religious Education.

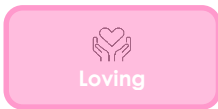
2. The Church of England’s statement of entitlement

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England schools and guides this school's approach to RE.

It begins by stating: “Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help to educate for dignity and respect encouraging all to live well together.”

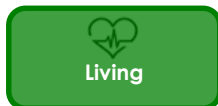
Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues, “Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and world views) and for the religious freedom of each person.”

3. Our vision and values



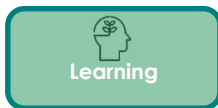
We all belong to the Burbage Church of England Infants extended family (school, church, community). We all care for everyone within it. We believe everyone can be a good friend.

'Love the Lord your God with all your heart and with all your soul and with all your mind.'
Matthew 22:37



We work hard at learning to live together and to be the best we can. We celebrate everybody's strengths, and embrace each other's differences, respecting all, and living honest lives together.

'Love your neighbour as you love yourself.' Luke 10:27



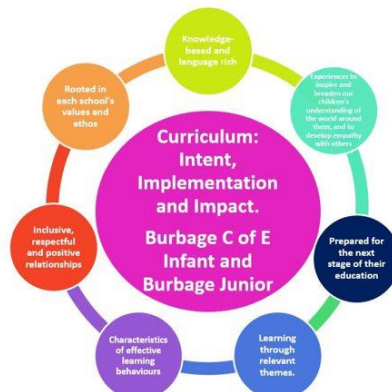
Learning is amazing, and we all strive to discover the next exciting adventure. We all believe that we can, and if we can't now, we will soon.

'Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock.' Matthew 7:24

Our values are:



Our school vision and values underpin our RE curriculum and reflects the important role we serve at the beginning of children's education. Our approach is inclusive and inviting. It aims to develop each child spiritually encouraging them to LOOK IN, OUT and UP. Our school's curriculum Intent, Implementation and Impact overview also aims to achieve this:



4. Intent

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. Religious education in a church school 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. (The Church of England Statement of Entitlement 2019.) As a C of E school we recognise that spiritual development lies at the heart of the curriculum. All members of the school community should experience Christianity through the life of the school, as well as through the taught curriculum.

Christianity will, therefore, be the majority study in RE as understanding Christianity as a living religion is the foundation of Religious Education in church schools. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place.

As a church school we have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes will hopefully contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.

Our RE teaching follows the legal requirements of the Education Reform Act (1988), which places RE as part of the curriculum; a statutory subject which is an entitlement of all pupils. The school bases its RE provision on the Leicestershire Agreed Syllabus. In addition, the school uses the Understanding Christianity resource, materials from the National Society, and we now have and follow the NATRE Primary Scheme of Work.

5-10% of curriculum time will be dedicated to meeting explicitly RE objectives, including when taught across the curriculum when appropriate and faith visits. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

It also links closely with the wider Social, Moral, Spiritual and Cultural aspects of the curriculum.

5. Implementation

At Burbage C of E Infant School, we follow the NATRE scheme to teach RE (this links directly to the Leicestershire Agreed Syllabus). In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year.

At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least 36 hours over the year. The scheme is broken down into six units per year group which are delivered from Early Years through Key Stage 1. RE lessons are taught weekly, and

progress is regularly assessed to ensure individual needs are met. The NATRE scheme is a full spiral curriculum developed by experts. It provides everything needed to deliver a high quality RE education. We have clear and detailed planning, outlining the sequential steps of teaching each unit. Each unit is introduced through a PowerPoint with links to other high quality resources that help with the delivery of the subject being taught.

6. Impact

The NATRE scheme offers assessment at the end of each unit and this informs teachers of next steps needed.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives;
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship;
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean;
- Ask questions sensitively about the lives of believers and suggest appropriate answers;
- Reflect on the decisions people make – including believers – and suggest possible outcomes;
- Compare their own experience and identity with others – including believers;
- Reflect and empathise with the big questions of life, suggesting some answers/ insights;
- Be confident to explore their own spirituality and search for truth;
- Value the religious journey of faith;
- Develop pupils' ability to interpret and appreciate religious imagery and expression.

It links closely with the Spiritual, Moral, Social and Cultural aspects of the curriculum (see SMSC Policy on our school website: www.burbageinfants.org/policies/):

Additional links will be found across the curriculum especially PSHE. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

Spoken Language

Effective communication skills are crucial for success in all aspects of life. We aim to promote pupils' spoken language abilities by providing regular opportunities for purposeful talk, both in pairs and within larger groups. Encouraging pupils to listen actively and respond appropriately to others. Developing pupils' confidence in presenting ideas and opinions to various audiences. The teaching and implementation of the Spoken Language curriculum at Burbage C of E Infant School is based on the progression of the National Curriculum objectives (see Spoken Language Progression document), and these objectives are included in all curriculum subjects. In RE lessons there is great opportunity to develop children's confidence in speaking and listening as many of the units are designed for children to participate in this way. There is a vocabulary emphasis in all RE lessons.

7. Staff development and role of the RE subject lead

The subject leader is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and share good practice;
- Providing and sourcing in-service training for staff as necessary;
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*;
- Supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact;
- Acquiring and organising appropriate resources, managing a budget when necessary;
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks and pupil voice and be able to discuss impact and standards;
- Contributing to the SIAMS self-evaluation process particularly around IQ6.

Head Teacher and Governors make sure:

- RE has a high profile within the curriculum;
- Active members of the Values and Vision Committee;
- All pupils make progress in achieving the learning outcomes of the RE curriculum;
- The subject is well-led and effectively managed and that standards and achievement in RE and the quality of provision are subject to regular and effective self-evaluation;
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD;
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE;
- Clear information is provided for parents on the RE curriculum and the right to withdraw;
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress.

8. Equality and diversity

At Burbage C of E Infant School we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation (Equality Act 2010), discrimination still exists, and it is for us to address this strongly, when and if it does. We aim to instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living; to nurture cultural, religious and linguistic diversity; to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home. We ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate; to ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults. As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and

strategies can be devised, and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly, and strategies are adapted accordingly to support individual children with learning needs. we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places they may not have the opportunity to visit outside school, eg. local places of worship.

9. The right of withdrawal from religious education

It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary. The school policy should therefore state clearly how that withdrawal will be managed.

At Burbage C of E Infant School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

10. Managing the right of withdrawal

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish;
- The school may also wish to review such a request each year, in discussion with the parents;
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given;
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision;
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated;
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises;
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could

- be sent to another school where suitable RE is provided if this is reasonably convenient;
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.