

# **Religious Education Policy**

## **Trust Vision Statement.**

**Our Church Schools strive to provide an outstanding education for every child, enhanced by a distinctively Christian and fully inclusive ethos. We want to ensure that every child is able to experience**

**“Life in all its fullness: John 10:10”**

### **Bath and Wells Multi Academy Trust Policy for Religious Education**

#### **Our Vision**

**‘In our schools, as part of the Bath and Wells Multi Academy Trust, we believe that RE should be exciting, creative, and relevant, enabling all children to deepen their thinking and understanding in an atmosphere of love and respect.’**

**‘That all may have life, life in all its fullness’ John 10:10**

**We work within the Church of England Statement of Entitlement and the Church of England Vision for Education- Deeply Christian, Serving the Common Good**

#### **Policy Statement**

Religious Education (RE) has a very high profile within the Bath and Wells Multi Academy Trust curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of religious and worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

#### **Guidelines for Teaching Religious Education**

##### **Legal Requirements**

As an Academy, we are independent of the local authority and not required to follow the national curriculum or the local RE syllabus. However our curriculum must reflect:

*‘that religious traditions in Great Britain are in the main Christian, whilst taking into account of the teachings and practices of the other principle religions present in Great Britain.’ (Education Reform Act 1988)*

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

##### **Managing the right to withdraw**

Parents have the right by law to withdraw their children from the Religious Education Curriculum. In this event, we will undertake responsibility for their supervision with regard to health and safety. Information on these arrangements are clear on our website. There will always be opportunity for parents to discuss the contents of the RE curriculum should they have concerns.

### **Aims of RE**

- 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 about and understand other world religions and world views, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within those religions and world views.
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

### **Resources and Curriculum**

In fulfilling our vision for RE, schools in the BWMAT should not be constrained by any one particular approach to teaching RE and there are many resources available. Diocesan guidance for church schools is that they use the locally agreed syllabus with which they are familiar. The study of Christianity should make up two thirds of the curriculum and in KS1 a minimum of 36hrs per year should be dedicated to RE and in KS2 45 hours. All Church schools in the Bath and Wells Multi-Academy Trust will use '**Understanding Christianity**' to cover all the Christianity content of the curriculum. There are other resources that can support this material but schools must follow the 7 pillars from the UC material. The following range of resources may be used to support the teaching of other faiths and beliefs:

- **AM and V Somerset 2019 – Taunton and South Somerset**
- **AMV – North Somerset, Bristol and Bath**

Supported by:

- **Methodist Church Syllabus**
- **Discovery RE**
- **Festival Matters**

This is by no means an exhaustive list, there are various resources available from different faith groups and **RE Today** has many relevant and topical resources (Appendix A).

### **Useful Websites**

RE Online [www.reonline.org.uk](http://www.reonline.org.uk)  
NATRE [www.natre.org.uk](http://www.natre.org.uk)  
Understanding Christianity [www.understandingchristianity.org.uk](http://www.understandingchristianity.org.uk)  
BBC Religions of the World [www.bbc.co.uk/religion/religions](http://www.bbc.co.uk/religion/religions)  
My life my Religion [www.bbc.co.uk > Learning > Primary](http://www.bbc.co.uk > Learning > Primary)  
Prayer Trust [www.theprayertrust.org.uk](http://www.theprayertrust.org.uk)  
Read Scripture (free APP- good for teacher knowledge of Bible)

### **Evidencing RE**

- Written work is an important part of RE and can be presented in a variety of ways through many different genre. E.g. Newspaper articles, diary entries, instructions, playscripts, leaflets, narrative. Each school will decide on expectations for writing that will evidence progress
- 'Capturing Learning' through photographs, videos, audio files, post its etc
- Art and Design work for displays
- Performances
- Portfolios/Class Books/Discussion Books/Floor Books

### **Role of RE Lead**

- Lead in planning an overview of RE across the whole school, ensuring coverage and progression
- Lead staff meetings following RE Network Meetings
- Lead JPD (Joint Professional Development ) in RE
- Attend whole BWMAT and HUB RE training
- Be trained in 'Understanding Christianity' and offer support to staff in school
- Monitor RE through pupil interviews and book looks, learning walks and JPD
- Keep school RE portfolio up to date with examples of work and evidence of wide range of learning activities (3 x per year)
- Lead RE moderation in school and contribute to hub meetings
- Support Headteacher and governors in preparing for SIAMs inspection.
- Attend Diocesan Training where relevant

### Role of RE Network Lead

- Oversee CPD, Hub meetings and plans for each year
- Support RE leads
- Link with the Diocese Education Department (invited to meetings)
- Have strategic overview of RE across the BWMAT

### CPD in Religious Education

RE networks take place each term – All RE leads are expected to make every effort to attend and any HLTA who has a role in teaching or supporting the teaching of RE

Meeting	Venue	Staff Attending	Agenda
End Sep/Early Oct	Old Deanery	All RE leads, HLTAs who teach RE	<b>Vision</b> Welcome new RE leads, Share RE policy with any updates Share successes from previous year Share plans and ideas for the year ahead, Set up JPD between hub schools Look at diocesan resources Set Dates and Venues for Hub Meetings
March	Hub Schools	Hub RE leads, HLTAs	<b>'Vision to Impact'</b> Share successes and challenges Share impact of JPD Share examples of learning
June	Hub Schools	Hub RE leads, HLTAs	<b>'Looking Forward'</b> Share successes and challenges Share impact of JPD Share examples of learning Prepare for September

**RE leads are encouraged to attend local LTLRE meetings and networks if they are relevant and useful. These sessions are good opportunities to Network with Secondary colleagues and with colleagues from Community Schools and other MATs.**

### Assessment

Pupils being taught Christianity in the BWMAT will be assessed against the Salisbury Diocese Understanding Christianity outcomes (Appendix B). This can be used to show the depth of a pupil's

understanding in RE and to aid planning. During the teaching of other world religions and world views, pupils in the BWMAT will be assessed by the outcomes from the locally agreed syllabus for their area (Appendix C).

Teachers will assess pupils at the end of each module through a 'holistic' approach and a 'best fit' judgement using the following terms:

Emerging- a pupil has limited recall of facts and limited understanding of concepts covered in RE lessons.

Developing- a pupil shows simple responses and recalls some facts

Secure- a pupil responds with understanding, can recall most facts and can apply knowledge

Greater Depth- a pupil can articulate a deeper understanding of concepts and ideas and can readily make links.

The sheets in Appendix B and C can be adapted to each schools' needs. Terminology as mentioned above should fit the language understood and used by staff and pupils in your setting. This approach will enable teachers to be informed and to inform pupils and parents about 'next steps' in terms of pupils' depth of understanding and the learning outcomes.





















Date: January 2020

Reviewed by Ethos Committee

#### **Appendix B: Assessment for teaching 'Understanding Christianity'**

All resources for assessing 'Understanding Christianity' can be found at this website:

# Understanding Christianity

- Case Studies
- Concept Development
- Digging Deeper
- Assessment
  -  Assessment template
  -  Assessment Creation KS1
  -  Assessment Creation and Fall Lower KS2
  -  Assessment Creation and Fall Upper KS2
  -  Assessment Creation KS3
  -  Assessment Fall KS3
  -  Assessment God KS1
  -  Assessment God Incarnation Lower KS2
  -  Assessment God upper KS2
  -  Assessment God KS3
  -  Assessment Incarnation KS1
  -  Assessment Incarnation Lower KS2
  -  Assessment Incarnation upper KS2
  -  Assessment Incarnation KS3
  -  Assessment Gospel KS1
  -  Assessment Gospel Lower KS2
  -  Assessment Gospel upper KS2
  -  Assessment Gospel KS3
  -  Assessment Salvation KS1
  -  Assessment Salvation Lower KS2

These assessment documents should be downloaded and be made available for all staff to have access to.

**LEARNING OUTCOMES FOR THE EARLY YEARS  
FOUNDATION STAGE**

**Investigation of religious and non-religious worldviews**

a. talk about what items and people are important to them and to other people;

b. show awareness and sensitivity towards their own and others' needs, views and feelings;

c. show awareness of how people can care for living beings;

d. respect their own and others' ways of life.

**Knowledge and understanding of religions or worldviews other than Christianity**

a. talk about a story from the religion or worldview being studied;

b. talk about the natural world and how care is shown for all living things

c. recognise some items that are connected with important beliefs or practices;

d. recall at least one person associated with the life of the religion or worldview being studied

Experienced

Learnt

Deeply Learnt

Pupil Names

Pupil Names

Pupil Names

**LEARNING OUTCOMES FOR Key Stage One**

**Investigation of religious and non-religious worldviews**

a. talk about what is important to them and to other people with respect for feelings

b. talk about some things about people, that make people ask questions		
c. ask their own questions about God/deity, special people and special occasions;		
d. provide a good reason for the views they have and the connections they make.		
<b>Knowledge and understanding of religions or worldviews other than Christianity</b>		
a. recall stories about an inspirational person;		
b. recall key features of an inspirational event, <b>place</b> , ritual or special occasion;		
c. say how stories in a selected tradition are inspirational for believers;		
d. say something about how and why Christians try to help others;		
e. provide a good reason for the views they have and the connections they make.		
Experienced	Learnt	Deeply Learnt
Pupil Names	Pupil Names	Pupil Names

**LEARNING OUTCOMES For lower Key Stage Two**

**Investigation of religious and non-religious worldviews**

a. compare different ideas about God and humanity in the traditions studied;

b. ask important questions about the practice of faith and compare some different possible answers;

c. link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied;

**Knowledge and understanding of religions or worldviews other than Christianity**

a. describe what believers might learn from the significant texts/writings being studied;

b. describe what some of the arts in the tradition being studied might mean to believers;

c. describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions;

d. describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used;

e. provide a good reason for the views they have and the connections they make.

Experienced

Learnt

Deeply Learnt

Pupil Names

Pupil Names

Pupil Names



**LEARNING OUTCOMES For Upper Key Stage 2**

**Investigation of religious and non-religious worldviews**

a. describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview;

b. ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief;

c. ask important questions about social issues and suggest what might happen depending on different moral choices;

**Knowledge and understanding of religions or worldviews other than Christianity**

a. make links between some texts and symbols from religion and belief and guidance on how to live a good life;

b. describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;

c. describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;

d. describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts;

e. provide good reasons for the views they have and the connections they make.

Experienced

Learnt

Deeply Learnt

Pupil Names

Pupil Names

Pupil Names