



Respect

Endurance

Friendship

'We live life in all its fullness.' John 10:10

RE Policy

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

This fits in with our school vision statement

At Bishops Lydeard Church School, we have this vision for all our children. We want every lesson, experience, and day in our school to expose children to an education without limits, full of the joy and fullness of life.

Our vision extends to our local community, where we want to see our bustling village impacted by the courageous care and vision of our pupils. We believe that by walking through life together, we can flourish together; creating the best outcomes, opportunities, and results for all.

This vision underpins everything that we do at the school. We believe that our Christian distinctiveness enhances our care for every individual child, our goals for success, and provides a light to our children's future paths.

Our Vision for RE

'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.

Guidelines for Teaching Religious Education

Resources and Curriculum

In fulfilling our vision for RE, schools in the BWMAT are 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 in terms of content where appropriate. 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. '**Understanding Christianity**' will be used to cover all the Christianity content of the curriculum. The following range of resources may be used to support the teaching of other faiths and beliefs:

1. **Awareness, Mystery and Value- the locally agreed syllabus for Somerset, North Somerset and BANES**
2. **Methodist Church Syllabus**
3. **Discovery RE**
4. **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.

Evidencing RE

1. Written work is an important part of RE and can be presented in a variety of ways through many different genres. E.g. Newspaper articles, diary entries, instructions, play scripts, leaflets, narrative. We expect that for every RE module, 1/2 the work will be written and 1/2 the work creative.
2. 'Capturing Learning' through photographs, videos, audio files, post its etc
3. Art and Design work for displays
4. Performances
5. 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

- 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 Steering Group

- 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- RE leads attend and any HLTA who has a role in teaching or supporting the teaching of RE

At Bishops Lydeard Church School we aim to:

- Adopt an enquiry- based approach, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

Monitoring RE

The RE leader alongside the Headteacher monitors delivery of RE through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the effectiveness of REs is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

Community Links

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE curriculum as do visits to places of worship.

The Learning Environment

At Bishops Lydeard Church School, we are aware that establishing a safe, open and positive learning environment based on trusting relationships between adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Sensitive Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers will not discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. 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 will be made aware of the 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 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. 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. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.