



Religious Education Policy

TPAT Policy Management

Document history

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Material changes since last publication

Section	Changes

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1) Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

2) Our aim:

To create centers of educational excellence that inspire all pupils to turn their potential into performance

3) To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

4) The Trust will support our schools by:

Maximising the resources and expertise available to individual

schools Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1 Aims and Scope

The Importance of Religious Education

RE has a very high profile within Kingfisher CE Academy curriculum and learning activities provide fully for the needs of all learners. Learners will be inspired by the subject and develop a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
(Religious Education the non-statutory national framework)

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to spiritual, moral, social and cultural development.

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Kingfisher Church of England Primary Academy.

2) Policy Statement

The spiritual and moral development of our children underpins all aspects of our school life.

Legal Requirements

Kingfisher Primary is a Church of England school, therefore Religious Education must be taught in accordance with the Trust Deed and should reflect the rites, practices and beliefs of the Church of England. The local governing body is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education subject leader/coordinator on a daily basis. Following the Diocese of Bristol advice about Religious Education, and the Statement of Entitlement 2016, teaching about the Christian faith will take up 60% of RE curriculum time and will use materials that will encourage theological literacy such as "Understanding Christianity". For the teaching and learning about other World Faiths the school will follow the Swindon agreed syllabus.

Religious Education will be allocated not less than 5% of the timetable.

Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

Why teaching RE is important

The purpose of teaching Religious Education Kingfisher Primary Academy is:

- 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.

Principles

At Kingfisher, by the end of year 6, appropriate to their age-related expectations all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Effective teaching and learning about Religions and World Views

As a Church of England academy we have a duty to provide accurate knowledge and understanding of religions and world views.

We aim to provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.

- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

We aim through our teaching

- To provide a course of Religious Education appropriate to the educational needs of the children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

Entitlement

- The children's entitlement is based upon *The Statement of Entitlement 2016* (CofE Education Office)
- In the main, Religious Education will be taught as a discrete subject although the approach may vary and there will be opportunities throughout other aspects of school life in which Religious Education can play a part.
- Religious Education in our academy is organised using a whole school overview or plan. This lays out which units, or themes, should be studied by each year group. The Swindon Agreed Syllabus Schemes of Work are referred to and the units of work about the Christian faith will incorporate key questions and materials from the *Understanding Christianity* document.

- Wherever possible all children will learn from primary source material, will be taken on trips to places of worship, will meet outside speakers representing their beliefs.

Implementation

- Religious Education will be taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to local churches such as The Stowe Church and local mosques and synagogues will be planned into the curriculum map.
- A variety of teaching approaches are encouraged:
 - ◊ Teacher presentations, role play and story telling.
 - ◊ Questions and answer sessions, discussions and debates.
 - ◊ Individual and group research.
 - ◊ Photographs, pictures and maps
 - ◊ IT, film, podcasts, radio, websites, newspapers to research and communicate ideas.
- Mind Friendly strategies will support teaching and learning as appropriate.
- Progression will be guided by the syllabus and schemes of learning that the academy uses
- Religious Education may be integrated with other subjects as appropriate for example IT, History and PSHE.
- Religious Education resources will be reviewed and updated regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents etc.
- INSET will be included with the Strategic School Improvement Plan. External INSET will reflect budgetary priorities and constraints.

Special Educational Needs.

Children with special educational needs and disability will work alongside the other children in their group, as in other curriculum areas, but adaptation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion the children's differing needs for learning (including children

with special educational needs) will be addressed through differentiated activities.

Resources

Resources are stored in area. Religious Education Resource boxes containing artefacts and other topic materials are currently stored in area. Each class teacher has a copy of Resources relevant to their year group in their classroom. An audit of Religious Education Resources is outlined in the Religious Education Action Plan.

Reflection Stations

Include information about expectations here...

Planning, Assessment, Reporting and Record Keeping

- All pupils will be assessed based on the assessment procedures use throughout the school and the guidance offered by the Local agreed Syllabus and Diocesan advice.
- Children's work is evaluated and assessments for each child are carried out at agreed points in the academic year. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the coordinator and the Headteacher.
- Individual Pupil Progress is monitored and stored using SONAR.
- Records are kept on SONAR and Samples of work are kept by the Religious Education Coordinator.
- Summative reports to parents will be made at the end of the year.
- **Long Term Planning** is informed by guidance offered by the Diocese, the Agreed Syllabus and The Church of England's Education Office

Monitoring and Evaluation

- The Headteacher has overall responsibility for monitoring and evaluation of RE and opportunities for this are mapped on the school Quality Assurance document
- The RE subject leader will assist the Headteacher by monitoring Long Term and Medium Term plans.
- The RE subject leader will assist the Headteacher by monitoring RE through work scrutinies
- The subject leader will keep a file of examples of work to demonstrate continuity and progression.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy.

1.2 Other linked policies/ documents

Behaviour Policy

Collective Worship Policy

PSHE scheme of work

P4C scheme of work