

Primary Religious Education Policy



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

A shining light in our community

You are the light of the world. A city on a hill cannot be hidden. - Matthew 5:14b

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Intent

The purpose of Religious Education at Bradford Academy is to develop our learners own thinking and understanding of the world's main religions, with a focus on Christianity. The subject explores significant theological concepts within Christianity as part of developing pupil's wider religious, theological and cultural literacy.

Through carefully considered and structured planning our R.E. curriculum encourages children to:

- Explore the 'big' questions in a safe, caring and nurturing space.
- Understand the impact that faith has on the lifestyles of those with or without beliefs.
- Discover how people of faith and no faith express their beliefs and explain their ideas.

Implementation

Bradford Academy use *Understanding Christianity* developed by the Church of England in response to Ofsted's report '*Making a Difference*'. Children will explore key theological concepts enabling them to know more about and understand Christianity alongside their own self-understanding and understanding of the world. They will develop knowledge and skills in making sense of biblical texts and understanding how they may impact the lives of Christians. It also allows room for pupils to develop their abilities to connect, reflect, evaluate and apply their learning to their own understanding of religion and belief, of themselves and the world and human experience. Alongside *Understanding Christianity*, Bradford Academy uses the Diocesan Syllabus for Religious Education (Leeds and York) to teach children about the beliefs, practices and ways of life of other religions, following the recommendations outlined in the syllabus:

4–5s Reception	Children will encounter Christian and other worldviews represented in the local area.
5–7s Key Stage 1	Christians for at least 50% of study time and Muslims and Jewish people. Pupils may also learn from other religions and non-religious worldviews in thematic units.
7–11s Key Stage 2	Christians for at least 50% of study time and Jewish people, Muslims, and Hindus and/or Sikhs Pupils may also learn from other religions and non-religious worldviews in thematic units.
11–14s Key Stage 3	Christians for at least 50% of study time and three from Buddhists, Hindus, Jews, Muslims and Sikhs. Pupils may also learn from other religions represented in the local area, and should study at least one example of a non-religious worldview, such as that of Humanists.

1. The **R.E Coordinator** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Monitoring the learning and teaching of religious education, providing support for

staff where necessary.

- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out a regular audit of all religious education related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring professional development opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of R.E, to other curriculum areas, including cross-curricular and extra-curricular activities and enhanced provision/challenge based learning.
- Collating assessment data and setting new priorities for the development of religious education in subsequent years.

2. The **class teachers** are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' R.E. skills, with due regard to the national curriculum and West Yorkshire Agreed Syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

3. The **special educational needs and disabilities coordinator** (SENDCO) is responsible for:

- Organising and providing training for staff regarding the R.E. curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.

- Advising staff on the inclusion of R.E objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

4. Early years foundation stage (EYFS)

- R.E. is non-statutory in our Nursery setting, but teachers do choose to incorporate R.E. material into children's activities.
- R.E. is a compulsory part of the basic curriculum for all Reception age pupils, and is taught according to the West Yorkshire Agreed Syllabus for RE. Early Learning Goals outline what pupils should achieve by the end of reception year. The National Curriculum is not taught.

6. Curriculum

Religious education in English schools: Non-statutory guidance 2010:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

http://resubjectreview.reconcil.org.uk/media/file/RE_Review_Summary.pdf

7. Cross-curricular links

- Wherever possible, the religious education curriculum will provide opportunities to establish links with other curriculum areas. Opportunities will be identified by the subject leaders and by teams of teachers.
- Collective worship will provide additional opportunities for links but is discrete from the teaching of R.E. Skills are practised and reinforced in challenge based learning/enhanced provision.
- We are firmly committed to developing our children's 'understanding of the world and their place in it, helping our children realise the distinctive contribution they can make to their community.

8. Teaching and learning

- R.E. has a vital part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed using Understanding Christianity alongside the West Yorkshire Agreed Syllabus.
- In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.
- Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.
- RE is taught regularly in line with statutory requirements. This can be on a weekly basis or as a block of time, in order to make the learning engaging and purposeful for the children.

9. Planning

- We have developed a long term plan to the teaching of R.E. to ensure our children receive the appropriate depth and breadth of study for their age. Our long term plan takes a spiralling approach with a coherent content. Children access core learning but can also dig deeper as they move to their next phase of learning.
- Theological thinking and enquiry is at the heart of our planning with reflection and response times weaved in to lessons and units of work.
- Teachers are responsible for reviewing and adapting plans taking into account pupils' needs and identifying the methods in which topics could be taught.
- Long-term planning outlines the units to be taught within each year group.
- Medium-term planning outlines the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

10. Assessment and reporting

The assessment of Religious Education at Bradford Academy is through teacher assessment of the children at the end of every half term. Children produce a 'Subject on a Page' where they write about and answer questions about the topic they have been learning. This allows the teacher to assess whether the child could do this independently or whether they need support. These assessments are recorded in RE big books and on our online assessment systems so we can track progress. There are no formal examinations in Religious Education in primary school but it will be an area of interest for the inspectors carrying out SIAMS inspections

(<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections>).

10. Resources

Statement of Entitlement:

https://www.churchofengland.org/sites/default/files/2017-10/re_statement_of_entitlement_2016_0.pdf

Religious Education with Church of England:

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/religious-education-and-collective-worship>

Understanding Christianity:

<http://www.understandingchristianity.org.uk/>

11. Equal opportunities

- All pupils will have equal access to the R.E. curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing R.E. lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

12. Monitoring and review

- This policy will be reviewed on an annual basis by the subject leaders.
- The subject leader will monitor teaching and learning in the subject at Bradford Academy Primary School and Nursery, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- A named member of the governing body is briefed to oversee the teaching of Religious Education, and meets regularly with the subject leader to review progress.
- Any changes made to this policy will be communicated to all teaching staff.

Impact

Children are part of weekly RE lessons and involved in RE Theme Days through the academic year. The nature of delivery and the 'spiral' curriculum allows pupils to revisit the core concepts as they move through Bradford Academy exploring the key Christian values and how they fit with their own beliefs and personal religions.

Religious Education at Bradford Academy encourages pupils to...

- consider challenging questions of the 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;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and

beliefs are different from their own.

Religious Education at Bradford Academy enhances pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at Bradford Academy offers...

- opportunities for personal reflection and spiritual development.

Legal framework

This policy has due regard to statutory guidance. R.E. must be taught accordingly to the agreed syllabus. At Bradford Academy Primary School this is the Diocesan Syllabus for Religious Education (Leeds and York). *Understanding Christianity* is taught alongside the West Yorkshire Agreed Syllabus. This offers a coherent approach to the teaching and learning of Christianity alongside other world religions.

Legal parental right to withdraw

At Bradford Academy Primary School we are an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. In these instances, parents are invited to meet with the Head of School - Mel Saville and/or the R.E. coordinator – Aroon Hanif, and are asked to confirm their right to withdraw in writing.