



School/Academy Name: Brereton CE Primary School

Date agreed by LGB	Review Date	Signed Chair of LGB
21.10.24	October '27	<i>Nicola Jenkinson</i>



Brereton CE Primary School **Policy for Religious Education**

At Brereton Primary School we strive to foster a 'Love of Learning' in all curriculum areas and this extends to Religious Education.

Statement of Intent: Religious Education is taught in a way that reflects the overall aims, values, culture, and philosophy of our Church school. Religion and beliefs inform our values and are reflected in what we say and how we behave.

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.

It develops pupils' knowledge and understanding of the nature of religion and belief including Christianity, other principal religions, and religious traditions that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances awareness and understanding of religions and beliefs and the influence of religion on individuals, families, communities, and cultures.

As a faith school, we follow The Blackburn Diocese Questful RE scheme of work.

The aims of Religious Education in our school are:

- to promote a 'love of God, learning and one another.'
- to support children and young people in reflecting upon, developing, and affirming their own beliefs, values, and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.
- to contribute to the spiritual, moral, social, and cultural development of our children.
- to develop and accurately use Religious language and vocabulary.

Entitlement and Right to Withdraw from Religious Education.

All pupils, whatever their race, gender, faith, age or ability are included in Religious Education and Collective Worship. Parental right of withdrawal from RE This was first granted in 1944. RE is very different now – open, broad and exploring a range of religious and non-religious worldviews. Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. Parents also have the right to withdraw their child from part of RE.

Any parent or carer can request permission for their child to be excused from religious worship, and we will make alternative arrangements for the supervision of the child during that part of the day. Parents or carers do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act and was restated in the 1988 Education Reform Act. The headteacher keeps a record of all children who have been withdrawn from collective worship.

Curriculum & School Organisation including Time Allocation

Religious Education learning is based on 'Questful enquiry' and "The Big Questions" aimed at developing a philosophical nature to children's questioning and reasoning.

Studies of other faiths are centred on children having an understanding of our British values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be



accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour, in order to be prepared for a life in modern Britain.

The time allocated to Religious Education follows the statement of entitlement and should be 'not less than 5% curriculum time. In key stage 1 this is 36 hours per year – up to 1 hour per week and in key stage 2, this is 45 hours per year – up to 1hr 15 mins a week.

RE in the Early Years is part of Personal, Social and Emotional Development and Understanding the World.

Teaching and Learning Style

We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children. The syllabus is implemented in school by means of a variety of approaches with the emphasis on lively, stimulating lessons involving 'hands-on' experiential learning. Learning in Religious Education may be by means of direct teaching to the class or small groups. Children may look at and handle religious artefacts, hear religious music, prepare and taste food, role play and use of drama, record work in a variety of visual and written forms and visit Churches and other places of worship and of interest. Work in Religious Education builds on the pupils' own experiences and acknowledges the importance of reflection. Children in each Key Stage may occasionally be asked to undertake some homework activities or tasks as part of their work in Religious Education.

The Learning Environment

The learning environment is of great importance at Brereton Primary School. Religious Education displays around the school and in classrooms should:

- Promote and maintain curiosity
- Provide a stimulus for the Religious focus being taught and learned.
- Create safe environments for children to explore their religious ideas.
- Provide opportunities for children to engage with and evaluate concepts and beliefs.
- Provide access to the resources necessary for children to question, enquire and reflect.
- Celebrate pupils' learning and achievements and showcase Religious Education taking place in school.

Assessment, Recording and Reporting

Those children who may not meet, or exceed age related expectations are marked by their initials on the teacher's medium-term plans and the teacher plans appropriate work to afford these pupils a measure of success or further challenge through differentiation.

At the end of each concept and unit of work children complete an end of unit assessment task 'Questful Map' to show their level of understanding.

Monitoring, Review and Evaluation

Monitoring the standard of children's work and the quality of teaching in Religious education is the responsibility of the Religious Education Subject Leader and the Head teacher. The Religious Education Subject Leader is also responsible for supporting colleagues in the teaching of Religious Education, informing staff of developments in the subject and for providing a strategic lead and direction for the subject in the school. The Religious Education Subject Leader will fulfil this role by completing:



- Lesson observations
- Review of policy
- An overview of curriculum coverage
- Report to governors
- Pupil Voice collection

The Religious Education Subject Leader provides an annual curriculum review and feedback form which will be shared with Governors at the annual. The professional development needs of staff are assessed through monitoring and where necessary further training is provided. This may be INSET provided internally or by external courses as appropriate. Our link governor will also be invited into school to monitor Religious Education. External inspection and advice is undertaken through SIAMS Church School inspection, where Religious education will be a focus.

CPD

The co-ordinator receives details of appropriate courses and materials from the diocese and advises colleagues respectively. Using established links with the Diocese and SACRE the Subject leader works alongside colleagues to model outstanding practice and cascades current developments in the subject to improve standards.

Resourcing

Each classroom stores a range of resources including children's Bibles to support the teaching of RE. Electronic resources are also available by logging in to Questful RE. A further range of resources are stored centrally in the KS1 corridor in school. The RE Curriculum Co-ordinator is responsible for maintaining RE resources, and for monitoring their use. The school uses its main budget to fund visits and visitors linked to RE.

Links with Other Subjects

We seek every opportunity to develop Religious Education with other areas of the curriculum Teachers make specific links with PSHE (Personal Social Health Education) and SMSC (Spiritual Moral Social Cultural Education).

Mrs Natasha Wood, Religious Education and Worship Coordinator

Reviewed October 2024