



Woodchester Endowed Church of England (Aided) Primary School

‘Love, Learn and Flourish Together’

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Religious Education Policy

December 2021

Written by:

Lynn Pennington (Headteacher) January 2022

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January 2023

Ratified by Governing Body:

Spring 2022

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1. Introduction

Our Christian vision is rooted in the desire to nurture the whole community. This Christian vision recognises that we are unique individuals, loved by God. We are committed to providing the highest quality of education for our children to enable them to realise their full potential and, as a church school, the Christian faith informs all aspects of our life together and strengthens our community.

RE at Woodchester Endowed explores how individuals and communities make meaning and sense of their lives through the major religions of the world as set out in Gloucestershire's Agreed Syllabus for Religious Education (AS). It enables children to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires children to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. We do not seek to preach or convert children. Our core Christian values of Respect, Responsibility, Forgiveness, Friendship, Truthfulness and Trust are reinforced through the RE curriculum at our school, as is our school vision:

Woodchester Endowed Church of England Primary School community seeks to inspire children and adults to 'Love, Learn and Flourish Together' so that we may become everything God has created us to be.

2. Legal Position of Religious Education in school

Religious Education is unique in the curriculum as it is neither a core or foundations subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'.

Woodchester Endowed Church of England Primary School is a Church of England Voluntary Aided School and therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Headteacher, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 -2022.

3. The Church of England's Statement of Entitlement

The Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE. Full details of this document can be found in Appendix 1.

4. Aims of Religious Education

At Woodchester, RE supports and strengthens our vision. It is at the heart of what we aim to do in every respect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

The aim of Religious Education at Woodchester is in line with the aims of the Locally Agreed Syllabus for RE, which states that:

'the principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religious and belief, reflecting on their own ideas and ways of living.'

Gloucestershire Agreed Syllabus for Religious Education 2017 -2022

School Approach to Religious Education

In line with all church schools, this school has a duty to provide accurate knowledge and understanding of religions and world views. A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on children's experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We

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recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will 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.

Organisation and Time Allocation

In accordance with the structure of Gloucestershire Agreed Syllabus we have agreed that:

- In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year either discretely or as part of a theme or focus day.
- At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year either discretely or as part of a theme or focus day.
- At Key Stage 2 pupils study Christianity, Judaism, Hinduism and also consider non-religious worldviews. RE will be taught for at least 45 hours over the year either discretely or as part of a theme or focus day.

Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2020 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

Assessment takes place throughout the teaching process as part of ongoing Assessment for Learning (AFL). Termly assessments are made against the criteria set out in the Gloucestershire Agreed curriculum and are recorded.

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE;
- Providing and sourcing in-service training for staff as necessary;
- Ensuring the staff are familiar with the syllabus and supporting resources such as Understanding Christianity;
- Supporting and clarifying approach to planning, delivery and assessment;
- Acquiring and organising appropriate resources, managing a budget when necessary;
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards;
- Contributing to the SIAMS self-evaluation process particularly around Strand 7.

The Head Teacher and Governors make sure:

- All pupils make progress in achieving the learning outcomes of the RE curriculum;

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- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation;
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD;
- Teachers newly appointed to church schools are provided with support to enable them to become effective teachers of RE;
- Clear information is provided for parents on the RE curriculum and the right to withdraw;
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so;
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress.

The Right of Withdrawal from Religious Education

At Woodchester Endowed CE Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the headteacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

Managing the Right of Withdrawal

RE has a part to play in helping children to learn about the rich ethnic and cultural diversity found in this country and the wider world. RE is also about a valuable means of exploring attitudes towards the roles of women and men. 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 should be made aware of its 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 (or pupils themselves if they are aged 18 or over), 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;
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision;
- 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;
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises;
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient;
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE;
- Outside arrangements for RE are allowed as long as the diocese is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Opportunities for spiritual development include:

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- Exploring questions of meaning and purpose about what it is to be human and to live fully;
- Exploring the insights, beliefs and teaching of faith traditions;
- Responding to the challenging experiences of life, death, suffering, goodness, evil;
- Exploring beliefs and values through stories, celebrations, rituals and practices;
- Being aware of things other than the material and physical.

This policy should be read in conjunction with the following policies:

Assessment

Equality

Confidentiality

Safeguarding

Collective Worship

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Appendix 1 – Statement of Entitlement

Religious Education in Church of England Schools A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together:

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

A high-quality sequential religious education² (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement.

The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE. In addition, in voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report.

The Entitlement: provision, profile and priority

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development.

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Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Curriculum statement: challenging, accurate and diverse

In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum balance and time: sufficient, appropriate and balanced

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

All pupils in Church schools should follow a recognised and appropriate qualification or course in RE or Religious Studies at KS 4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered.

The school must make it possible for those students who achieve suitable grades at GCSE or equivalent to follow appropriate A level courses. This should be in addition to the provision of core RE entitlement for all students at KS5 which should continue to develop student's understanding of Christianity and other religions and worldviews.

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Developing staff expertise and knowledge: confidence specialism professionalism

Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:

- at least one member of staff having RE qualifications or receiving specialist training.

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- secondary schools employing specialist RE teachers and deploying them effectively to ensure pupils receive specialist teaching.
- all staff teaching RE having access to subject specific professional development.
- all staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities.
- all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.
- a governing body which is monitoring standards in RE effectively.

The role of the Diocesan Boards of Education

One function of Diocesan Boards of Education (DBEs) is to promote, or assist in the promotion of, religious education in schools in the diocese. This should be fulfilled by monitoring the quality of religious education in Church schools through taking note of SIAMS inspection reports and by securing high quality training for all schools throughout the diocese. This will help ensure that the provision for religious education is effective and is able to fulfil the expectations of this statement.

Support for effective and excellent RE

Teachers in Church schools belong to a wider educational and church community. They are entitled to expect positive support in providing effective and excellent religious education from:

- a named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role
- their senior management team and their governing body, especially foundation governors or academy equivalents
- their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background
- the Church of England Education Office
- local clergy and other ministers and Christian communities.

Derek Holloway
School Character and SIAMS Development Manager
February 2019

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Appendix 2 – Assessment Tools

Proformas for end of unit relating to each strand

RE Leader's Overview document Curriculum Coverage

RE Assessment: Making Connections				
<i>Please use child's initials in all boxes</i>				
Class:			Teacher:	
Year Group/s:	Boys:	Girls:	Teacher's role eg class teacher/PPA/HLTA	
Pupil premium children:			SEND children:	
Looked after children:			Disadvantaged children:	
UNIT NAME				
Those pupils are working at age related are:		Secure – Pupils are able to... Copy making sense of belief outcomes in focus		
		'On Track' for Age Related Expectations:		
For some their ability to complete outcomes are:		Developing Pupils are not yet able to complete all of the above	Exceeding Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.	
			Evidence of excellence Give examples of above	
Contextual issues eg variety of teachers/ clashes with violin lessons etc				
Pupils who are of specific concern,				
Class Teacher response and next steps				
RE Co-ordinator/ leader response to this data and next steps to inform T&L				
Percentage of developing		Percentage 'On track'		Percentage exceeding

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RE Assessment: Making sense of Belief

Please use child's initials in all boxes

Class:			Teacher:		
Year Group/s:	Boys:	Girls:	Teacher's role e.g. class teacher/PPA/HLTA		
Pupil premium children:			SEND children:		
Looked after children:			Disadvantaged children:		
UNIT NAME					
Those pupils are working at age related are:		Secure – Pupils are able to... Copy making sense of belief outcomes in focus ‘On Track’ for Age Related Expectations:			
For some their ability to complete outcomes are:		Developing Pupils are not yet able to complete all of the above.		Exceeding Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.	
				Evidence of excellence Examples of GD evidence	
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage ‘On track’		Percentage at GD	

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RE Assessment: Understanding the Impact					
Please use child's initials in all boxes					
Class:			Teacher:		
Year Group/s:	Boys:	Girls:	Teacher's role eg class teacher/PPA/HLTA		
Pupil premium children:			SEND children:		
Looked after children:			Disadvantaged children:		
UNIT NAME					
Those pupils are working at age related are:		Secure – Pupils are able to... Copy making sense of belief outcomes in focus			
		‘On Track’ for Age Related Expectations:			
For some their ability to complete outcomes are:		Developing Pupils are not yet able to complete all of the above		Exceeding Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.	
				Evidence of excellence Give examples of above	
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage ‘On track’		Percentage at excellent	

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		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rotation 1 (2021-22)	Ash (R/Y1) and Beech (Y1/Y2)	1.7 Who is Jewish and how do they live?	1.3 Christmas digging deeper (Understanding Christianity)	1.2 Who do Christians say made the world?	1.5 Easter – core (Understanding Christianity)	1.10 What does mean to belong to a faith community?	1.4 What is the good news Jesus brings?
	Hawthorn (Y3/Y4)	L.2.7 What do Hindus believe God is like? (Hawthorn)	L.2.8 What does it mean to be a Hindu in Britain today? (Hawthorn)	L.2.4 GOSPEL: What kind of world did Jesus want? (Hawthorn)	L.2.5 Why do Christians call the day Jesus died 'Good Friday'? (Hawthorn)	L.2.6 KINGDOM OF GOD: For Christians, when Jesus left, what was the impact of Pentecost? (Hawthorn)	L.2.11 How and why do people mark significant events of life? (C, H, NR) (Hawthorn)
	Juniper (Y4/Y5)	L.2.7 What do Hindus believe God is like? (Juniper)	L.2.8 What does it mean to be a Hindu in Britain today? (Juniper)	L.2.4 GOSPEL: What kind of world did Jesus want? (Juniper)	L.2.5 Why do Christians call the day Jesus died 'Good Friday'? (Juniper)	L.2.6 KINGDOM OF GOD: For Christians, when Jesus left, what was the impact of Pentecost? (Juniper)	L.2.11 How and why do people mark significant events of life? (C, H, NR) (Juniper)
	Willow (Y6)	U2.7 Why do Hindus want to be good?	U2.4 Christians – how do they live? What would Jesus do?	U2.2 Creation and science: conflicting or complementary?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.10 What matters most to Humanists and Christians?	U2.12 How does faith help people when life gets hard?
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rotation 2 (2022-23)	Ash (R/Y1)and Beech(Y1/Y2)	1.1 What do Christians believe God is like?	1.3 Christmas Core (Understanding Christianity)	1.9 – How should we care for others and the world?	1.5 Easter – digging deeper (Understanding Christianity)	1.8 What makes some places sacred?	1.6 Who is a Muslim and how do they live?
	Hawthorn (Y3/Y4)	L2.1 What do Christians learn from the Creation story? (Hawthorn)	L2.10 How do festivals and family life show what matters to Jewish people? (Hawthorn)	L2.2 What is it like for someone to follow God? (Hawthorn)	L2.3 What is the Trinity and why is it important to Christians? (Hawthorn)	L.2.9 How do festivals and worship show what matters to a Muslim? (Hawthorn)	L2.12 How and why do people try and make the world a better place? (Hawthorn)
	Juniper (Y4/Y5)	U2.9 Why is the Torah so important to Jewish people? Yom Kippur (Juniper)	U2.3 Why do Christians believe Jesus was the Messiah? (Juniper)	U2.1 What does it mean if Christians believe God is holy and loving? (Juniper)	U2.8 What does it mean to be a Muslim in Britain today? (Juniper)	U2.6 For Christians, what kind of king is Jesus? (Juniper)	U2.11 Why do some people believe in God and some people not? (Juniper)
	Willow (Y6)	U2.7 Why do Hindus want to be good?	U2.4 Christians – how do they live? What would Jesus do?	U2.2 Creation and science: conflicting or complementary?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.10 What matters most to Humanists and Christians?	U2.12 How does faith help people when life gets hard?

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