

# Balcombe C E (C) School

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## RE Policy

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Adopted by Governors: September 2022

Reviewed: Dec 23, Feb 25, Feb 26

Next Review: February 2027

## **Balcombe CE Primary School RE policy**

The establishment of a high-quality Religious Education, based on Christian Values, is a key driver for our school community. This policy outlines the school's approach to Religious Education for all members of the school community and ensures that our Christian vision 'In all that we do, we are guided by God' is fulfilled.

### **Our Theologically-rooted Christian Vision**

#### ***In all that we do, we are guided by God***

Our vision at Balcombe CofE Primary School is to be guided by God to provide our pupils with a solid foundation for life; enabling them to flourish into confident learners, caring friends and responsible members of their community.

We will do this by:

- providing inspiring teaching and commitment to the pursuit of educational excellence;
- fostering a lifelong love of learning;
- promoting and nurturing resolute Christian values;
- putting wellbeing at the heart of our school;
- encouraging our pupils to make a positive contribution to society;
- supporting each individual to be the best that they can be.

### **Our School Values**

**Be respectful:** Have respect for yourself and behave in a way that makes you proud. Show respect to those around you and people of other faiths, cultures and beliefs. Treat our school, the local environment and the world in which we live with respect.

***"So in everything, do to others what you would have them do to you."***

***Matthew 7:12***

**Be ambitious:** Set challenging goals for yourself and try hard to meet them. Dream big and believe in yourself.

***"Surely you know that many runners take part in a race, but only one of them wins the prize. Run, then, in such a way as to win the prize."***

***Corinthians 9:24***

**Be resilient:** Understand that things won't always be easy or work out the first time. Persevere even when the going gets tough and learn from your mistakes. If someone upsets you or you have an issue to overcome, dig deep and find the strength to carry on.

***"Blessed is the man who remains steadfast under trial, for when he has stood the test he will receive the crown of life ...."***

***James 1:12***

**Be caring:** Consider the feelings of those around you. Be a kind friend to others and be forgiving. Put the needs of the group ahead of your own needs. Look after each other and our world.

***"Let each of you look not only to his own interests, but also to the interests of others."***

***Philippians 2:4***

**Be creative:** Be an individual. Think your own thoughts and make your own decisions. Believe that all problems can be overcome if you are determined to find an answer. Use your imagination.

***"In the beginning God created the heavens and the earth."***

***Genesis 1:1***

**Be curious:** Ask questions and reflect on the answers. Never be afraid to investigate and experiment. Take things apart. Have a go. Read.

***"Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you."***

***Matthew 7:7***

**Be the best that you can be!**

**In all that we do, we are guided by God.**

## **Introduction**

In our Anglican Voluntary Controlled School, RE lies at the heart of our curriculum and has an important role in reflecting and conveying the distinctively Christian character of the school.

R.E. is taught according to the West Sussex Agreed Syllabus and the Understanding Christianity Syllabus.

Religious education has a distinctive character that needs to be recognised and safeguarded. It makes its own contribution to the school curriculum in terms of knowledge, concepts, skills and attitudes, as well as sharing common ground with other subjects in contributing to the spiritual, moral, cultural, social and mental development of pupils and preparing them for adult life. The subject is concerned to promote, through an encounter with Christianity and other religions, the pupil's search for values, meaning and purpose. Therefore, any form of integration of the subject with other areas of the curriculum must not only ensure that the distinctive subject matter of Christianity and other religions and beliefs is adequately covered by the joint syllabus, but also that this specific concern with meaning and purpose finds adequate expression.

## **Intent**

At Balcombe CE Primary School the aim of Religious Education is to help children acquire and develop knowledge and understanding of Christianity and other principal religions. We aim to understand the way that religious beliefs shape our behaviour and develop the ability to make informed judgments about religious and moral issues. Our intent is for our children to understand differences and live among diverse communities as considerate, respectful, caring and responsible individuals. We intend that our children are curious and interested to learn from religions to develop the ability to:

- Understand and use religious language
- Understand the influence of religion on community life and culture
- Understand that for some questions there are no right or wrong answers
- Make informed responses to religious and moral issues
- Identify the relationships between religious beliefs, human responsibility, global issues and the natural world

## **RE Curriculum**

### **Implementation**

Our Curriculum is based on the West Sussex Agreed Syllabus for Religious Education 2020 - 25. The principle aim of this is to contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE, pupils learn about and from religions and worldviews in local, national, and global contexts to discover, explore and consider different answers to these questions using different sources.

Resources used include:

- Understanding Christianity
- Emmanuel Project (other world faiths)
- Units that support our curriculum from PlanBee
- BBC videos that support curriculum content
- Online resources
- Charity resources for schools eg Salvation Army

Religious Education is taught through regular lessons in each class. As a school we use the resource 'Understanding Christianity', which supports the teaching of Christianity. It aims to develop the pupils' own thinking and understanding of Christianity, as a contribution to their understanding of the world and their experience within it. As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, it is the main faith studied each year with a minimum of two thirds of the RE curriculum devoted to it. Children will also be taught about Judaism, Islam, Hinduism and Buddhism across their school career. We aim to teach so the children develop knowledge and understanding of the people who are important to these religions, their history, where people worship and also how their beliefs affect the way they live. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils.

The Understanding Christianity part of the syllabus works on a spiral curriculum, building knowledge and skills over the course of their time with us. The strands of RE learning comprise several themes:

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

Pupils explore the life, teaching, death and resurrection of Jesus, within this wider historical and theological context. Planned progression built into the RE curriculum means that the children are increasingly challenged as they move through the school, building upon their knowledge of these areas.

### **Aims for Religious Education taken from the West Sussex Agreed Syllabus for RE (awaiting SACRE revision)**

The curriculum for RE aims to ensure that all pupils:

- The syllabus aims to provide pupils with the substantive and disciplinary knowledge to understand the significance of religions and worldviews to allow them to develop their own personal insights understanding and the skills required to engage with the subject matter.
- The aims set out below develop the skills needed to engage with the subject matter. They enable pupils to know and understand about religion and worldviews.

#### **A. Knowledge and Understanding**

- Describe and explain beliefs and practices, recognising the diversity which exists within and between communities.
- Identify, discuss, and respond to sources of wisdom found in religion and worldviews.
- Investigate the nature and diversity of religious practices, ways of life and ways of expressing meaning.

#### **B. Application and Interpretation**

- Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth, expressing their own ideas and opinions.
- Draw conclusions about what enables different communities to live together respectfully for the well-being of all.
- Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.

#### **C. Analysis and Evaluation**

- Justify their own 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.
- Appreciate and appraise varied dimensions of religion linking these to British values.

**Progress in RE:**

	Learning about religion	Learning from religion
Lake	<p>Know that festivals are special times for different people. Be able to describe how people celebrate some religious festivals. Recall events and people in religious stories.</p>	<p>Be able to talk about their own times of celebration. Be able to talk about their special places, books, objects and people. Be aware that other people have places, times, books, objects and people that are special to them. Show a range of feelings in response to their experiences. Be able to talk about important values e.g. love, friendship.</p>
Coombe	<p>Retell religious and moral stories. Be able to use some religious words to say what is important for religious people. Describe similarities in features of religions and beliefs. Identify how religion and belief is expressed in different ways. Be able to say what religious symbols and actions might mean.</p>	<p>Respond sensitively to questions about their own and others' ideas, experiences and feelings. Ask questions about their own and others' ideas, feelings and experiences. Recognise that some questions about life are difficult to answer. Give a reason why something may be valued by themselves and others. Be able to recognise what they and others think is right or wrong.</p>
Forest	<p>Describe and suggest meanings for symbols and other forms of religious expression. Use some religious words to describe the important parts of religions. Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Describe how people worship e.g. through words, songs, art, objects etc Identify similarities and differences between religions and beliefs.</p>	<p>Ask significant questions about religions and beliefs. Identify what influences and inspires them and why. Compare their own ideas and feelings about what pupils think is important in life, giving reasons for beliefs, attitudes and actions. Start to realise that some questions make them wonder and are difficult to answer. Be able to describe what they and others think is right or wrong.</p>
Spring	<p>Describe how religion affects the lives of individuals, groups and communities. Consider reasons why people worship. Describe similarities and difference within a religion as well as between religions. Explain how people can use holy texts and teachings to find answers to life's questions. Investigate features of religions and beliefs.</p>	<p>Describe what inspires and affects them and other people. Apply ideas raised by religion in their own and others' lives. Suggest what might happen as a result of their or others' attitudes or actions. Be able to suggest answers to questions about beliefs, values and commitments.</p>
Mill	<p>Explain how and why differences in belief are expressed, both within and between religions. Clearly explain the difference religion makes in people's lives and the wider community. Describe ways in which people worship and explain how this can be different within religions and between religions.</p>	<p>Identify sources of inspiration and issues that are relevant in their lives and what difference they make to them and others. Make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions.</p>

	<p>Explain how different people use holy books and religious teachings to help live their lives. Use a range of religious words to show understanding of things that are sacred to religious people.</p>	<p>Suggest answers to questions raised by religious beliefs, values and commitments. Contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment.</p>
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### **Time Allocation**

RE is taught weekly as a discrete subject, mainly taking the form of weekly lessons but is sometimes blocked into whole morning or afternoon sessions. Key Stage 1 and EYFS have a minimum of 36 hours a year and Key Stage 2 have 45 hours.

The time allocated to the teaching of Religious Knowledge is at least 5% of the curriculum time which is at least an hour a week. Work may be blocked to allow longer lesson times, for example when visiting a place of worship.

RE is sometimes linked with other subject areas, for example PSHE, where this will enhance the children’s learning. It is necessary to teach some areas of RE discretely.

### **Planning for Learning, Teaching and Assessment**

Teaching Religious Education requires that teachers:

- should plan what they are going to teach with clear learning intentions
- should assess whether the pupils have learnt what was expected

### **Assessment**

Assessing achievement at the end of a key stage:

- Teacher assessment is an essential part of the assessment of religious education and is the sole means of statutory assessment throughout key stage 1 and 2.
- It is important to note that not all aspects of religious education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers use pupil work and responses to assess children individually.

At the end of the year, teachers make an end of year assessment. Teachers will report to parents on their child’s progress in the Annual Report to Parents.

### **Children with Special Educational Needs**

Where appropriate, work may be adapted to meet the needs of particular children.

See SEND Policy.

### **Provision of Equal Opportunities and Inclusion**

See SEND Policy and Single Equality Policy.

## **Legal Requirements**

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

Parents have the right to request that their child be excused from all or part of the RE provided at school.