



Bury School

Policy for  
Religious Education  
2022

Policy Approved	24-05-2022
Next Review Date	Summer term 2024

## POLICY FOR RELIGIOUS EDUCATION - 2022

### Vision and Values

#### Our Vision:

At Bury C of E Primary School,  
*We love one another and are forgiving of each other,  
just as in Christ God forgave us.  
We speak the truth in love and show proper respect to everyone.*

This is an invitation to 'Be More Jesus'.

#### Our Values:

Love: Dear friends, let us love one another for love comes from God. Everyone who loves has been born of God and knows God. Whoever does not love does not know God, because God is love. 1 John 4:7-8

Forgiveness: Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.  
Ephesians 4:31-32

Honesty: Speak the truth in love Ephesians 4:15

Respect: Show proper respect to everyone, love the family of believers (...) 1 Peter 2:17

### Document Purpose

“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 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”. (Taken from the Statement of Entitlement – Church of England Education Office 2019).

Religious Education is a subject which is central to our curriculum as a Church school. It is the responsibility of the school Governors who have adopted the Agreed Syllabus for Cambridgeshire, 2013 - 2023. This policy reflects the Vision and Values of Bury C of E Primary School in relation to the teaching and learning of Religious Education.

### Audience

At Bury C of E Primary School, pupils and their families can expect a high quality RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews.

### Subject Aims

At Bury C of E Primary School, our principle aim is **to enable children to gain a body of knowledge, develop their religious literacy and understanding in order to hold balanced and informed conversations about religion and belief.**

At Bury C of E Primary School, we adhere to the following aims of RE in Church Schools as taken from the **“Church of England Statement of Entitlement 2019”**.

For pupils 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; A cord of three strands is not easily broken.
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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.
- Explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Appropriate to their age at the end of their education in Church schools, the expectation is that 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 non-religious worldviews 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.

### **Curriculum and School Organisation**

The teaching of Christianity is at the heart of our RE curriculum and we adhere to the **Agreed Syllabus for Cambridgeshire 2018 – 2023** (Appendix 2). Through the '**Understanding Christianity**' resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the **Emmanuel Project** we learn about other religions and worldviews, fostering respect for them. Links with our Christian vision and values, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners.

We provide a wide range of opportunities for pupils to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied: learning **ABOUT** religion and belief and learning **FROM** religion and belief.

The religions and world views are:

- ◆ Judaism
- ◆ Hinduism
- ◆ Islam
- ◆ Sikhism
- ◆ Buddhism
- ◆ Humanism

These are studied progressively across the whole school, (see Appendix 1 for Curriculum Plan).

In Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. In order to deliver the aims and expected standards, we base the allocation of curriculum time for RE upon the statutory guidance from the Agreed Syllabus for Cambridgeshire 2018 - 2023 (See Appendix 2) and the Statement of Entitlement from the Church of England Education Office – <https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

In practice, RE is taught weekly in 45 minute lessons for Key Stage 1 and Key Stage 2. In the Early Years Foundation Stage (Reception), these lessons are delivered through a mixture of teacher-led and independent activities .

Although Bury School is a Church school there are no presumptions made as to the religious backgrounds, beliefs and values of the children and the staff. We respect the religious backgrounds of all members of the school community and hope that this will encourage individuals to share their own experiences freely with others. All religions and their communities are treated with respect and sensitivity and we value the links that can be, and are, made between home, school and a faith community. We appreciate that each religion studied can contribute to the education of all our pupils. We teach RE in a way that stresses open enquiry and first-hand experiences, including visits and visitors, wherever possible for both staff and children.

Religious Education is taught by all class teachers and has a Subject Leader with responsibility for developing the subject. Decisions regarding Religious Education are taken with due regard to the needs of all the staff and in line with the School Development Plan.

### **Teaching Religious Education**

Teachers establish clear links between elements of religious belief and practice and aspects of the pupil's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives and also how we live as a school family through our Vision to 'Be More Jesus' and our Values of love, forgiveness, honesty and respect.

At Bury School, RE is taught by teachers. However, the right of any member of staff to withdraw from the teaching of RE is acknowledged and respected.

### **Contribution and links with Spiritual, Moral, Social and Cultural Development**

These are areas of a pupil's development to which all subjects are expected to contribute. RE should help in:

- Developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way.
- Providing a forum for pupils to develop and evaluate their own beliefs and moral values and to examine the beliefs and values others have chosen to live by.
- Encouraging social awareness, eg, an understanding of others, respect for those with different beliefs and a sense of 'community'.
- Evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating and appreciating the diversity.

### **Withdrawal from Religious Education**

RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request. (DfE Circular 1/94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28) The law relating to RE for pupils who are not yet in Key Stage 1 is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in our reception class.

In keeping with the law, parents / carers may withdraw their children from RE provided they give written notification to the Headteacher. Parents / carers are not required to give their reasons for wanting to do so. The academy will ensure that suitable supervision is provided for the pupil. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all pupils admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making such a decision.

### **Resources and Accommodation**

A selection of reference materials for RE are available. Pictorial material (such as poster and picture packs), reference books and artefacts are centrally stored in the PPA room and all staff have equal access to all resources. Resources for teaching 'Understanding Christianity' and the 'Emmanuel Project' are available on the staff Teams system.

The RE Subject Leader will monitor the use of resources. Staff are asked to inform the Subject Leader of any resources that are damaged or need replacing as well as any consumables which need to be purchased.

Resources are purchased from the RE budget which is allocated from the main school budget. This budget will reflect the priority that RE is given in the School Development Plan for that particular year.

### **Assessment**

Our pupils' work in RE is assessed in accordance with our Assessment Policy and through the Knowledge of Progression and Skills Document. We are not assessing degrees of spirituality but their knowledge, skills and understanding and we believe that it is important that their progress is recognized, just as in any other subject.

### **Inclusion**

See Whole School Inclusion Policy

### **Evaluation**

Evaluation is carried out to improve the teaching and learning of RE within Bury School in order that pupils make the greatest possible progress. The Subject Leader monitors the teaching and learning of RE in accordance with the school monitoring policy. In line with this policy the Governor responsible for RE is invited into school to evaluate provision. As with all evaluation, the Head Teacher has overall responsibility.

Evaluation can be by a number of methods, including: the assessment of pupils' work and achievements; the analysis of teachers' planning; discussion amongst groups of staff or all staff; classroom observation, and external inspection and advice.

Policy approved by Local Governing Body on: 24<sup>th</sup> May 2022

This policy will be reviewed biennially.

## Appendix 1: Whole School Curriculum Plan

	Autumn Term		Spring Term		Summer Term	
F	<b>F1 God/Creation</b> Why is the word “God so important to Christians?	<b>F2 Incarnation</b> Why do Christians perform nativity plays? Hannukah Diwali Christmas	<b>Celebrations and Special Times:</b> What happens at a Festival? Chinese New Year.	<b>F3 Salvation</b> Why do Christians put a cross in an Easter garden?	<b>Celebrations and Special Times:</b> What happens at a wedding or when a baby is born? Church Visit	<b>Special Books:</b> What can we learn from stories from different religions?
1	<b>1.2 Creation</b> Who made the world?	<b>1.3 Incarnation (Core)</b> Why does Christmas matter to Christians?	<b>Judaism – Mitzvot/ tzedakah</b> Why is learning to do good deeds so important to Jewish people?	<b>1.5 Salvation (Core)</b> Why does Easter matter to Christians?	<b>Places in Christianity:</b> What makes a Church a special place for Christian people? Church Visit.	<b>Judaism – Creation/ blessings (Tefillah)</b> Why do Jewish families say so many prayers and blessings?
2	<b>1.1 God</b> What do Christians believe God is like?	<b>1.3 Incarnation (Digging Deeper)</b> Why does Christmas matter to Christians?	<b>1.4 Gospel</b> What is the Good news Jesus brings?	<b>1.5 Salvation (Digging Deeper)</b> Why does Easter matter to Christians?	<b>Islam – Mercy/ Compassion</b> How do some Muslims show Allah is compassionate and merciful?	<b>Judaism – Torah / rabbi</b> Why is the Torah such a joy for the Jewish community?
3	<b>2A.1 Creation / Fall</b> What do Christians learn from the creation story?	<b>2A. 3 Incarnation / God (Core)</b> What is the Trinity?	<b>2A. 2 People of God</b> What is it like to follow God?	<b>2A. 5 Salvation (Core)</b> Why do Christians call the day Jesus died as Good Friday?	<b>Islam – Submission</b> How does a Muslim show their submission and obedience to Allah?	<b>Hinduism – Karma</b> Why do Hindus want to collect good karma?
4	<b>Sikhism – Equality</b> How do Sikhs put their beliefs about equality into practice?	<b>2A. 3 Incarnation / God (Digging Deeper)</b> What is the Trinity?	<b>2A.4 Gospel</b> What kind of world did Jesus want?	<b>2A. 5 Salvation (Digging Deeper)</b> Why do Christians call the day Jesus died as Good Friday?	<b>2A.6 Kingdom of God</b> When Jesus left, what was the impact of Pentecost?	<b>Hinduism – Dharma</b> How does the story of Rama and Sita inspire Hindus to follow their dharma?
5	<b>2B1. God</b> What does it mean if God is holy and loving?	<b>2B.4 Incarnation (Core)</b> Was Jesus the Messiah?	<b>2B .2 Creation</b> Creation and science: conflicting or complementary? Faraday Institute - Visitor	<b>2B.6 Salvation</b> What did Jesus do to save people?	<b>Islam – Tawhid</b> How does the tawhid create a sense of belonging to the Muslim community?	<b>Hinduism – Moksha</b> What spiritual pathways to Moksha are written about in Hindu scriptures?
6	<b>2B.3 People of God</b> How can following God bring freedom and justice?	<b>2B.4 Incarnation (Digging deeper)</b> Was Jesus the Messiah?	<b>2B.5 Gospel</b> What would Jesus do?	<b>2B.7 Salvation</b> What difference does the resurrection make to Christians	<b>Humanism – Happiness</b> Why do Humanists say happiness is the goal of life?	<b>Buddhism – Enlightenment</b> How did Buddha teach his followers to find enlightenment?

Themes in red relate to ‘Understanding Christianity’

Themes in Purple relate to the Emmanuel Project

Themes in black relate to local syllabus/ own plans.

Assessment Points: Incarnation, Salvation, Non-Christian Faith.

\*We need to fit in Christianity as a WORLD faith, not just in the UK\*

## Appendix 2: Agreed Syllabus for Cambridgeshire 2018 – 2023

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/cambridgeshire-standing-advisory-council-on-religious-education>