

Our vision for Religious Education (RE)

At this school, RE expresses and strengthens our vision, ethos and values that are at the heart of what we aim to do in every aspect of school life that offers human flourishing for all. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

In [Vicarage Park Church of England School](#) where pupils and staff come from different faiths and none, RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. There is '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. (Statement of Entitlement 2019)

The school provides an RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied. Links with the Christian vision and values of the school are intrinsic to our RE curriculum. We aim to provide suitable learning opportunities that match the needs of all children. This includes providing relevant support, differentiated activities and a range of teaching and learning styles within lessons.

Pupils are encouraged to know about, understand and respond to the ultimate questions of life and ethical issues. Our curriculum inspires pupils to explore, develop and affirm their own faith and values whilst having respect for the faith, beliefs and values of others. We are committed to education for wisdom, hope, community and dignity.

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion
- Key beliefs and teachings, practices,
- Impact on the lives of believers and communities,
- Different ways of expressing beliefs, teachings and practices
- Developing pupil skills of interpretation, analysis and explanation in relation to religion
- Pupils' communication of their knowledge and understanding using specialist vocabulary.
- Pupils reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment
- Development of religious literacy

Aims

The aims of religious education **in this school** are:

1. To enable 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.
2. To enable pupils to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
3. To facilitate pupils to engage with challenging questions of meaning and purpose raised by human existence and experience.
4. To enable pupils 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.
5. To encourage pupils to explore their own religious, spiritual and philosophical ways living, believing and thinking.

National Society RE Statement of Entitlement 2019

Legal Framework

As a voluntary controlled school, we legally have to adopt the Cumbria local authority agreed syllabus

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. As this subject is central to the life and identity of [Vicarage Park Church of England School](#), we ask parents to discuss with the head teacher any reasons they might have for doing this.

Teaching & Learning

- We follow the [Cumbria Agreed Syllabus](#)
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- RE has at least 5% of curriculum time i.e. 50 minutes per week in the foundation stage and key stage 1 increasing to 1 hour per week in key stage 2.
- Long term plans for RE ensure that there is continuity and progression for all pupils.
- Pupil progress and attainment in RE is tracked and recorded by classteachers and monitored by the RE subject leader. Progress in RE is included in each child's annual report to parents.
- Inclusion and differentiation for children with SEND and EAL are an integral part of RE planning and teaching
- RE is taught either as a discrete subject or as part of a cross- curricular approach where appropriate.
- A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship

- In this school the faiths taught in RE are:
 - KS1: Christianity and Islam
 - KS2: Christianity, Islam and Hinduism
- Other religions and worldviews may be taught implicitly or when comparing ideas or as thematic studies.
- Of the RE taught, 70% focusses on Christianity and 30% focusses on other faiths.
- Wherever possible, links are made between Religious Education and other curriculum subjects

Spiritual, Moral, Social and Cultural Development/ British Values

- Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. We invite children to reflect on their personal responses to issues, consider those of others, and appreciate that for some people belief in a spiritual dimension is important.
- We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society as well as their own experiences
- Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider community, faith rules and their application to moral and ethical issues and cultural influences on religious practice. This includes work on British values ([democracy](#), [the rule of law](#), [individual liberty](#), [respect and tolerance](#)).

Assessment & Achievement

Appropriate to age, at the end of their education in our Church school the expectation is that all pupils are religiously literate and (as a minimum) they 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 worldviews in their search for God and meaning.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions
- Engage in meaningful and informed dialogue with those of other faiths and none.

National Society RE Statement of Entitlement 2016

Leadership & Management

The teaching, assessing and resourcing of Religious Education is managed by the RE subject leader, (in close collaboration with senior leaders) to ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

The RE subject leader:

- Will support and regularly monitor the subject across the school
- Have an annual budget to do this
- Ensure that relevant and regular CPD is in place to keep his/her subject knowledge and expertise up to date and that staff receive appropriate training for the teaching and assessment of RE.
- Report regularly to the governing body so that everyone has an overview about progress and attainment in RE.
- Ensure RE provision reflects diocesan advice and recommendations

Inspection of RE as a VC Church of England School will be under the SIAMS inspection schedule and will look at both:

- effectiveness in ensuring that pupils flourish through the provision of high quality religious education
- effectiveness in ensuring that the subject expresses the school's Christian vision

Review

There will be a review every three years of this policy. Its effectiveness will be monitored by the RE leader, together with a senior leaders and governors. This will include discussions with other members of staff, observation of teaching and monitoring of children's work. Evaluation of teaching plans will form part of any review. The outcomes will influence the school development plan.

Date of policy: September 2019

Review date: September 2022

This guidance takes into account current requirements for RE in the new SIAMS schedule from September 2018