



## RELIGIOUS EDUCATION POLICY

Rooted in our local community, together we build a welcoming sanctuary where everyone is shown love, care and respect. Inspired by Jesus, we nurture the ethos 'not to be served, but to serve' (Matthew 20:28) and our work is reflected in our motto 'Feeding body, mind and soul'.

This policy reflects the values and philosophy of Boyne Hill Church of England Infant & Nursery School in relation to the teaching and learning of Religious Education.

The school, in accordance with the 1988 Education Reform Act, provides Religious Education for all children registered at the school. Religious Education is taught in accordance with the locally agreed Pan Berkshire syllabus, last reviewed in 2018, whilst also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate Religious Education and the way that it contributes to the Christian character of the school.

As a Church of England School, Religious Education has a high status and our high standards reflect this.

### Intent

At Boyne Hill, Religious Education is taught using an enquiry based, spiral curriculum where key concepts are revisited and explored in more depth as pupils' progress through school. A balanced curriculum approach supports pupils in:

- acquiring and developing religious literacy through knowledge and understanding of Christianity as a living faith, with values that influence the lives of people worldwide and as the religion which has most shaped British culture and heritage. It is challenging and robust
- knowing about and understanding other world religions and world views and their impact on society, culture and the wider world and what it means to be part of a faith community
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures and to enable pupils to consider and express their own ideas and insights
- developing the ability to make reasoned and informed judgements about worldviews, religious and moral issues and to behave in accordance with these beliefs and judgements
- enhancing their spiritual, moral, social and cultural development
- developing a positive attitude to all people, respecting their right to hold different beliefs, and towards living in a diverse society

### Implementation

Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible, pupils will encounter believers and visit places of worship. A variety of resources, styles and techniques will be used as appropriate to enable all pupils to make progress in Religious Education, regardless of their starting points, ability or background.

The Religious Education curriculum at Boyne Hill has been approved by the Governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum using the Understanding Christianity materials. Approximately two thirds of the time is devoted to Christianity. Other religions are covered according to the syllabus and to reflect the diversity within our school community.

The total curriculum time for Religious Education is between 5% and 10% and it is taught in dedicated lessons, in blocks or through cross-curricular planning as appropriate. The time dedicated to Religious Education is separate from the time given to Collective Worship. Although Religious Education is not statutory for pupils in Foundation Stage 1, they have the opportunity to share different religious stories and festivals. In Foundation Stage 2, the children have regular opportunities to engage with religious material, laying important foundations for their developing religious literacy. In Key Stage 1, this will amount to approximately 36 hours per year.

Personal, religious beliefs held by staff and pupils are accepted without judgement. Religious Education does not include any intention to alter a pupil's or adult's beliefs.

### **Assessment**

Assessment will be in line with the school assessment procedures and feedback and marking policy of the school. Pupils will engage in a range of activities which will also enable teachers to assess the outcomes and knowledge building blocks. Records kept will include information about pupils' experiences, their comments and thoughts, judgements about their attainment and progress, as well as being used to inform planning. The pupils' progress against the intent stated earlier is assessed through observations made by teachers and teaching assistants, using evidence gathered in the lessons or through assessment activities.

### **Impact**

The Religious Education subject leader, the Senior Leadership Team and the Foundation Governor(s) will monitor teaching and learning in Religious Education. The Religious Education subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. In KS1, the teachers use a bespoke assessment tool in line with other assessment and tracking information used at Boyne Hill so we are able to ensure that pupils are making the same progress in RE as in other areas of learning. 'Thoughts and feelings' books are used to capture comments, thoughts and pictures as they occur. The Head Teacher and Governors aim to ensure that adequate monitoring takes place and that the impact of such activity is assessed.

**This policy will be reviewed biennially**

Last reviewed: August 2024

## **Guidelines to Accompany the Religious Education policy**

### **Organisation**

It is the responsibility of the Head Teacher and the Governing Board to ensure that sufficient time and resources are given to Religious Education and that it has at least equal standing in relation to National Curriculum subjects.

In line with the locally agreed Pan Berkshire syllabus, at least 36 hours a year will be devoted to Religious Education which will be taught to all pupils except for those withdrawn at the request of parents.

The Religious Education Curriculum is based on the development of religious literacy. This includes the ability to:

- give an informed and considered response to religious and moral issues
- reflect on what might be learnt from religions in the light of one's own beliefs and experience
- identify and respond to questions of meaning

These strands are used by the subject leader for Religious Education in providing the termly plans which cater for progression throughout the school.

The agreed syllabus requires that a number of core units be covered. We have decided to cover the following units:

CHRISTIANITY – Early Years Foundation Stage and Key Stage 1, using the Understanding Christianity materials.

JUDAISM – Foundation Stage 1 and 2.

ISLAM & SIKHISM – Key Stage 1.

When studying these units, pupils will be developing their skills to be able to:

- Recognise and give simple accounts of the core beliefs;
- Retell a range of religious stories and explain how they link to the core beliefs and practices;
- Describe some festivals, celebrations and practices and say how they reflect the core beliefs;
- Recognise the roles of religious leaders and sacred texts.

Attitudes such as respect, care and concern will be promoted through all areas of school life alongside the school's 6 core values of:

- Thankfulness
- Friendship
- Endurance
- Compassion
- Reverence
- Justice

These values embed our vision to 'be a welcoming sanctuary where everyone is shown love, care and respect'.

### **Planning and delivery**

The termly scheme and teaching plans are overseen by the school's subject leader for Religious Education.

The teaching and learning takes place both in class and through key stage Collective Worship sessions.

Visual stimuli in each classroom supports and develops reverence through the idea of, "I wonder..." and responses are recorded and shared.

## **Assessment and Record Keeping**

In order to help teachers to assess pupils' attainment and to provide a means of identifying progression, the Oxford Diocesan Board of Education (ODBE) Key Stage 1 progress outcomes will be applied. These are:

- Knowing it... (making sense of)
- Living it... (understanding the impact)
- Linking it... (making connections)

## **Resources**

Resources for Religious Education are varied and will be used in order to enable the achievement of learning objectives and to improve quality and interest.

Artefacts from different religions are stored in the Resource Room. Books, articles and photographs are stored in the Resource Room and the school library.

## **Computing and Religious Education**

The use of computer technology in RE will be relevant when it:

- Supports the achievement of RE learning objectives
- Improves the quality and enjoyment of teaching and learning
- Adds value to the learning process
- Makes planning and teaching more effective
- Contributes to pupils' understanding of computing

The Religious Education policy, schemes of work and teaching plans will be reviewed biennially or more frequently if necessary.