

**September
2019**

RE POLICY

Approved by Governors:	26 th November 2019
Signed	 Mrs F Boulton, Chair of Governors
For review:	September 2021

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

BALDWINS GATE CE PRIMARY SCHOOL

Our vision statement:

Baldwins Gate Primary School is a Christian school where children, inspired by our Christian values, learn together to be the best that they can be.

Through respect, tolerance and kindness they learn that they are unique and valued and to celebrate the value and uniqueness of others.

*⁴ Love is patient, love is kind.
⁷ It always protects, always trusts, always perseveres.*

Corinthians 13



Try your best
Speak gently
Extend a helping hand
Choose to be happy
Say please and thank you
Celebrate each other
Remember you are loved

Rationale for RE at Baldwins Gate CE Primary School

At Baldwins Gate CE Primary School, Religious Education (RE) plays an important role in defining the school's distinctive Christian character, as well as being an important part of the wider programme of the spiritual, moral, social and cultural development of our pupils. As our vision states: children, inspired by our Christian values, learn together to be the best they can be. Through respect, tolerance and kindness, they learn that they are unique and valued and to celebrate the value and uniqueness of others. We aim to prepare and equip all our pupils for their lives and citizenship within a rich and diverse community. We aim to develop them spiritually, morally, socially and culturally. Religious Education is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is non-confessional and should be treated as an academic subject in its own right.

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (2019), see link below:

<http://www.ldbe.co.uk/new-re-statement-of-entitlement/>

Christianity will, therefore, be no less than 50% of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE Curriculum

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. Baldwins Gate CE (VC) School bases its RE provision on the Staffordshire Locally Agreed Syllabus. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning. The school has a rolling programme of RE for Key Stage 1, Lower Key Stage 2 and Upper Keystage 2 (this is currently under review). Early Years Foundation Stage pupils have the opportunity to encounter different faiths and are made aware of their special and very wonderful world.

A minimum of 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

Through the curriculum we aim to ensure our pupils:

- Have the opportunity to learn about Christianity, Islam and Judaism within the academic subject of Religious Education.
- Explore sacred texts and teachings.
- Understand the impact of faith on believers.
- Make connections between sacred texts and teachings and their own lives.
- The opportunity to encounter people from different religions and different philosophical groups who can express views and their convictions on moral and religious issues.
- Visit and experience places of worship.
- Discuss, debate and question important issues.
- Reflect upon and evaluate their beliefs and those of others.
- Make choices, accepting responsibility for choices made.
- Use a range of ways to express and communicate their views.
- Use ICT to enhance understanding.
- Explore connections across the curriculum.

Inclusion

The staff will work together to ensure we are all aware of the subject requirements and that RE is taught in an interesting and challenging way; is stimulating and has appropriate challenge.

Every child, whatever educational needs they have, should have full access to the curriculum. Teachers of RE can promote inclusion by setting suitable learning challenges and responding to pupils' diverse learning needs. Differentiation by ability, interest and need will ensure that RE is as relevant for special needs pupils as it is for all pupils.

The aim of Religious Education at Baldwins Gate CE Primary School

Learning and undertaking activities in RE contribute to achievement within the curriculum and aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society RE has the power to promote self-awareness and self-esteem as pupils articulate questions and explore responsibility.

Through an engaging curriculum pupils will become responsible citizens. An understanding of the beliefs and practices of different religions will help them to understand diversity, become more tolerant and respectful of others.

The aims of Religious Education in our school are:

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- To enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?

- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

Outcomes for pupils at Baldwins Gate CE Primary School

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

Assessment in RE

We assess children's work in RE by assessing their progress continuously throughout lessons and topics. At the end of the year children are also assessed against the age related expectations as indicated in the Agreed syllabus (2016) and where appropriate this is supported through the assessment materials provided in Understanding Christianity. Parents are given an annual report on their child's progress in RE.

Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	Helping each pupil develop their own informed values
Social	Helping pupils understand some major forces shaping the values of our society
Cultural	Aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social and health education (PSHE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Teachers should share effective practice locally and regionally and engage in professional development (SIAMS 2018).

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject coordinator is responsible for:

- producing a scheme of work for the school (this is currently under review)
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring rigorous systems of assessment are in place (SIAMS 2018) and are in line with the Local Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team (CDA) when possible

Right to withdrawal

At Baldwins Gate 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 or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

[Appendix 1 - Statement of Entitlement](#)

[Appendix 2 - Long Term Plan.docx](#)