



RE and Worldviews Policy

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Barton St Peter's C of E Primary School

Religious Education and Worldviews Policy

Barton St. Peter's Church of England Primary School aims to work within the Diocesan Vision to teach RE through excellence, exploration and encouragement. The purpose of RE is to develop pupils' religious literacy, in order to be able to hold balanced and well-informed conversations. Religious Education and Worldviews enables children to investigate and reflect on some of the most fundamental big questions in life.

At Barton St. Peter's School we develop the children's knowledge and understanding of Christianity as the principal religion of the United Kingdom, as well as the major world faiths of Islam and Hinduism with Humanism as an additional faith.

These are taught through the disciplines of Theology, Social Sciences and Philosophy or Believing, Living, Thinking and are carefully woven to deliver a curriculum that is balanced, progressive and robust with the end goal being to 'know and remember more.'

We celebrate the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome.

We are fortunate to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of immersive and engaging RE and Worldviews.

We also believe that Religious Education and Worldviews has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils, the promotion of citizenship and development of personal, social and health education and key skills.

Furthermore, we actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as a curriculum area in which our pupils can safely encounter, research and critically reflect on a range of worldviews.

In line with our vision "Let your light shine" Matthew 5:16, we understand the contribution of effective RE and Worldviews on our journey towards realising our school's distinctively Christian vision through the lens of building community, hope, wisdom and dignity as children grow to understand the key tenets of central faiths within modern Britain.

As we state that Peter is our rock upon which children build their firm foundation, so too can RE be the rock upon which our children can grow as knowledgeable, spiritual and tolerant citizens in whatever form as they move on from a life beyond our local community.

Statutory Requirements

Every state-funded school in England must provide the Basic Curriculum which includes provision for RE for all registered pupils at the school (including all Reception pupils), except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998.

1. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
2. The RE curriculum provided will be compliant with the locally agreed syllabus for North Lincolnshire which has adopted the Lincolnshire Syllabus and was formally agreed by all relevant parties in May 2019.
3. We deliver RE in accordance with the Church of England Education Office's Statement of Entitlement.
4. It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time.—We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2/KS3.
5. RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

RE and Worldviews curriculum time does not include values lessons or collective worship.

Governing bodies and Headteacher's must:

- Ensure that RE is provided as part of the school's Basic Curriculum, following the locally agreed syllabus, unless they are schools who are free to choose the syllabus they follow (as above)
- Ensure that their RE and Worldviews curriculum is made available on the school's website alongside other curriculum subjects
- Have an accessible route through which parents and others can request information about RE; schools may seek advice from their SACREs in addressing issues concerning RE provide an annual report to parents or carers giving brief particulars of progress and achievements in all subjects including RE
- Provide sufficient time for the school to fulfill the requirements of the locally agreed syllabus.

The Curriculum

Our programme of study is compliant with the requirements of our local SACRE, which is delivered through a carefully constructed 2 year curriculum cycle, purposely designed for our local community.

This takes its main structure and resources from the Lincolnshire Syllabus and its unit resources, blended with units from the Understanding Christianity resource as well as additional units which reflect our local community.

Our curriculum weaves the key disciplines of Believing, Living, Thinking in order to ensure academic rigour as a core subject and enable year on year progression through the confident use of tier 3 vocabulary and knowledge of the golden threads. Personal worldviews are also key

At KS1, the principal religions studied will be Christianity and Islam with Hinduism as our additional faith.

At KS2, the principal religions studied will be Christianity, Islam, Hinduism with Humanism as the additional faith.

Within this framework our aims in RE and Worldviews are for pupils to:

- Acquire and develop knowledge and understanding of Christianity, Islam and Hinduism as well as Humanism and diversity within these:
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

Teaching and learning style

The Statement of Entitlement advocates rigorous enquiry, analysis, interpretation, evaluation and reflection which we subscribe to wholeheartedly and seek to deliver.

Our teaching and learning styles in Religious Education and Worldviews enables children to build on their own experiences and extend their knowledge and understanding of key religious concepts by becoming co-researchers and be immersed in the richness of the subject through artefacts, texts, music, art, experiences and visits etc in order to recognise, understand and develop their own worldview.

We also promote and are at the forefront of developing our unique of 'maps' or 'knowledge organiser' in order to deliver a more cohesive curriculum and learning that children can 'hook into' via triple coding e.g. picture, key vocabulary, action.

We have strong links with our local churches and excellent multi-faith relationships with the local Muslim, Hindu and Humanist community which we consider essential to delivering a high quality curriculum.

Our teaching encourages children to explore and challenge their own sense of values and promotes their spiritual growth and development as we provide opportunities for children to think about these in relation to the big questions.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child whilst never setting a ceiling - all children can achieve high.

We do this in a variety of ways:

- Setting common tasks which are open-ended and can have a variety of responses.
 - Setting tasks of increasing difficulty (we do not expect all children to complete all tasks) e.g., providing challenge.
 - Grouping the children by ability in the room if required and setting different tasks for each group or varying support.
 - Providing resources of different complexity, adapted to the ability of the child.
 - Using classroom assistants to support the work of individuals or groups of children
- Encouraging children to work creatively, allowing for all pupils to succeed.

In terms of CPD, we invest heavily and regularly in all the latest and appropriate training and resources for all staff based on their requirements and this can be seen on detailed termly trackers from the RE Lead which monitor effectiveness..

Curriculum Planning

Religious Education and Worldviews is taught in all year groups. It is planned for at Long, Medium and Short Term levels. All staff plan from the Units of Study in the Agreed Syllabus using a range of materials to support this. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit. We ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

The Long Term plan maps the Religious Education and Worldviews themes studied in each term during each Key Stage over the whole year. Medium Term plans give details of each unit of work for each term and are drawn from the Lincolnshire syllabus units plans and Understanding Christianity. These are provided by the school. Short Term plans consist of specific learning objectives for that lesson and the activity used to deliver that objective. Short term planning is the responsibility of the teacher.

These are discussed on an informal basis with the RE and Worldviews Subject Leader and form part of the annual monitoring process.

Assessment, Recording and Reporting

Formative assessment is gathered through observation, oral discussion and written tasks on a weekly basis. End of termly substantive knowledge quizzes take place with some disciplinary questions emerging as part of the Lincoln Action Research project that is

being trialled. Floor targets % for class average scores are set and monitored to evidence if children 'know and remember more.'

The pupils' overall attainment is reported annually through the written report at the end of the year. Samples of children's work are kept on Tapestry for EYFS and in books which are regularly monitored by the RE and Worldviews Lead.

Cross curricular links

RE contributes significantly to the teaching of English by actively promoting the skills of speaking and listening, reading and writing. The texts carefully selected within our long term plan offer a diverse range of modern and engaging content, which encourage discussion - this is one of the ways in which we promote the skills of speaking and listening, as well as to write within the disciplines e.g. as a Theologian or as a Philosopher.. There are also strong links with music, art and design, and drama. These links are planned for at the short term level where appropriate.

Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the RE and Worldviews Subject Leader/head teacher/school governors.

We are aware of the recent research from Liverpool Hope University published in the British Journal of Education, that indicates growing support to revoke this.

The use of Language

Children are given the opportunity to develop the skills to express themselves correctly and appropriately, listen to others and read with understanding special religious texts matched to their level of attainment. This includes key vocabulary for each key religion and is supported by our 'key words ticklist' at the start of each unit and referred to throughout in order to embed religious literacy.

We actively promote the use of positive language when looking at the diversity of faith, culture, experience and belief. Any incident of racism is reported, as required, according to both the school and LA policy.

S.E.N. and Differentiation

In our school we teach Religious Education and Worldviews to all children, whatever their ability. The teaching of Religious Education and Worldviews is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. The content of the Religious Education curriculum and Worldviews is the entitlement of every child. When teaching Religious Education and Worldviews we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. Differentiation is identified and planned for at short term level and any additional support for the individual is noted.

Gifted and Talented

It is our responsibility to ensure that all children are challenged and their abilities nurtured. Challenge can be provided in a variety of ways, such as, varying the complexity of the subject matter or depth and complexity of questions, or changing the teaching and learning style.

Inclusion

In planning and teaching Religious Education we have due regard for the following principles:-

- The setting of suitable learning challenges.
- The response to children's diverse learning styles.

Equal Opportunities

All staff will try to ensure through observation and recording that all children have equal access to activities and resources, and that progression is planned for and work differentiated irrespective of gender, social or ethnic background. Curriculum and Professional Development Staff training is on-going through INSET identified, courses to be attended by the coordinator and other appropriate staff.

Health and Safety

Children are taught to use any equipment and materials safely.

Evaluation and Monitoring

To ensure coverage of all relevant aspects of religions, the Religious Education and Worldviews curriculum will be monitored through ongoing teacher assessment of the pupils' work, through work scrutiny by the Lead, lesson observations, informal discussions with children and staff and governor involvement. This is in accordance with the requirements of a subject leader.

Role of the Subject leader

- To organise, purchase and maintain resources in the school in line with the School Development Plan
- To advise and coordinate the teaching of R.E. and Worldviews throughout the school.
- To offer support and guidance in the planning process.
- To develop ideas and resources to continue to improve the delivery of R.E. and Worldviews
- To oversee assessment, recording and reporting.
- To build up a portfolio of work in R.E. and Worldviews
- To keep abreast of current publications and developments.
- To liaise with visitors, the Bishop's visitor, the Foundation Governors and vicar
- To attend courses and subject leader meetings.
- To provide a strategic lead and direction for the subject in the school