

Hillesley

PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

RE Policy

WRITTEN BY	REVIEWED ON	RATIFIED BY GOVERNORS ON	RENEWAL DUE
L Chandler	February 2023	March 2023	March 2027

POLICIES FOR CROSS REFERENCE – SPIRITUAL AND MORAL DEVELOPMENT, COLLECTIVE WORSHIP, PSHE

Legal requirements and time allocation for RE

As a state school, Hillesley is required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage, therefore Religious Education has the same status as other National Curriculum subjects. Its teaching is based on the Gloucestershire Agreed Syllabus and should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in this country.

Responsibility for determining the nature of our RE rests with the Governors of the school after consultation with the Headteacher. As a Church of England Voluntary Aided school the Governors have accepted the advice of the Diocesan Education Committee that the RE provided at Hillesley Primary School will be based upon the current Gloucestershire Agreed Syllabus 2017-2022 and any subsequent revisions. The school has chosen to support the teaching of Christianity within the local SACRE syllabus with the Understanding Christianity materials.

The time allocated for RE is 36 hours per year at KS1, and 45 hours per year at KS2. This may be split over the year into weekly lessons, blocked as themed weeks or a combination of both approaches as deemed appropriate to the children's needs and learning outcomes. This does not include Collective Worship which is distinct from RE and does not form part of curriculum time.

Rationale

- RE develops pupils' knowledge, understanding of, and ability to respond to, Christianity and the other principal religions represented in Great Britain. It increases pupils' awareness and understanding of the nature of religious beliefs and practices, and their importance and influence in the lives of believers. In this way their own knowledge and spiritual development will be promoted which will empower them contribute and become responsible and fulfilled members of society to a society in which there is a common vision and sense of belonging by all communities.

Aims

- RE is an important subject. It helps each child to develop understanding of different religions and also contributes substantially to the personal, social and spiritual development of every child. It aims to provide the children with the values which are central to a society in which the diversity of people's backgrounds, experiences and circumstances is appreciated and respected. This is in line with our vision, Christian values and with the key documents (e.g. Church of England's Vision for Education, Valuing all God's Children) which are central to the ethos of our school.

Content and approach

At Hillesley school we have adopted the SACRE teaching and learning approach which has three core elements woven together to provide breadth and balance within teaching and learning about religions and beliefs. The three core elements are:

Making Sense of beliefs: – Identifying and making sense of core religious and non-religious beliefs and concepts.

Understanding the Impact: Examining how and why people put their beliefs into actions in diverse ways.

Making Connections: Evaluating, reflecting on and connecting the beliefs and practices studied, making connections between these and pupils' own lives and ways of understanding the world.

Early Years Foundation Stage has 6 units of study – 3 are based on Christianity and 3 thematic units encompassing aspects from Christianity, Judaism and Islam.

Key Stage 1 has 10 units of study. – 5 are based on Christianity, 1 on Islam, 1 on Judaism and 3 thematic units encompassing aspects of Christianity, Judaism and Islam.

Key Stage 2 units of study are broken into Lower Key Stage 2 and Upper Key Stage 2.

Lower Key Stage 2 has 12 units of study – 6 are based on Christianity, 2 on Hinduism, 1 on Islam, 1 on Judaism and 2 thematic units which may include aspects of Christianity, Islam, Hinduism, Judaism and non-religious world views

Upper Key Stage 2 has 12 units of study – 6 are based on Christianity, 1 on Hinduism, 1 on Islam, 1 on Judaism and 3 thematic units which may include aspects of Christianity, Islam, Hinduism, Judaism and non-religious world views.

Hillesley School uses a two-class rolling programme which runs on a 4-year cycle. At both Key Stages teachers will devote a majority of RE teaching time to content relating to Christianity. The units of study and the end of phase outcomes are contained in the Gloucestershire Agreed Syllabus for RE 2017-2022 (extended to 2024), which forms the basis for the Schemes of Work. These may be updated with any Agreed Syllabus revisions as they fall due. For units of study based on Christian teaching, teachers will use the 'Understanding Christianity' planning and support materials.

Methodology

RE is about religious belief today and the challenges faced by all people, regardless of belief, in becoming responsible and fulfilled members of society. Within the context of the Christian values of the school, children will learn of the links between RE and the challenges they may face in their own lives. Hillesley School recognises that a wide range of teaching and learning activities will support our vision to provide each child with a solid foundation of growth, including the use of drama, story, and art, supported by visits to and from local churches, and members of other faith communities where appropriate. The school recognises the value of children watching and/or participating in religious services outside of school as a way for them to understand how a life of faith may be observed. Working together with the local church, we may also arrange multi-sensory 'experience' events to explore aspects of the Christian faith in greater depth and detail e.g. Easter, Pentecost.

Assessment

Assessment in RE is related to the end of phase expectations. Learning outcomes for each unit are expressed in relation to the three elements of the teaching and learning approach (making sense of beliefs, understanding the impact and making connections) and also relate to the end of phase expectations. Assessment of pupils' progress, and the effectiveness of both teaching and learning within RE, will be based upon a variety of methods including observations by teachers and pupils' recorded work. Assessment will be made in each unit of study against one of the three elements of the teaching and learning approach in rotation. Therefore, in each year as children study up to six units of RE, two assessments against each of the three elements will be made. E.g. two assessments against the learning outcomes for making sense of beliefs, etc. Over time, this approach will allow teachers to monitor children's progress toward the end of phase expectations and look at attainment against each of the core elements of teaching and learning – adjusting planning as required to meet the needs of our children. School leader will also be able to use assessment information to make comparisons with children's progress in other curriculum subject areas.

Equal Opportunities

Where possible, study units may be taught within other curriculum topics. However, in most cases RE is taught as a separate subject in order to preserve the legal rights of parents to withdraw their children from RE. Any parent considering a withdrawal should discuss appropriate arrangements with the Headteacher. Alternative arrangements will be made to ensure the welfare of these children during the time when RE is taught and study will focus on an appropriate area within our PSHE curriculum.

Pupils' whose needs are recognised on the SEN register will have their areas of development taken into consideration when working from the units of study.

Monitoring and Evaluation

As a Voluntary Aided Church school both staff and Governors will monitor the provision of RE within the curriculum to ensure the school continues to offer the highest quality of education to the children of the whole community within a context of Christian faith and practice.

At Hillesley School the periodic inspection of the teaching of RE is carried out as part of the Statutory Inspection of Anglican & Methodist Schools (SIAMS), to meet the requirements of Section 48 of the Education Act (2005). This includes examining the School Self-Evaluation Form which should be completed, updated regularly and monitored by the Foundation Governors from the perspective of a Church school.

The current inspection framework mandates an inspection every 5 years. The last inspection was May 2019.

Reference

Statutory Inspection of Anglican and Methodist Schools (SIAMS): An Evaluation Schedule for Schools and Inspectors
 Religious Education in Church of England Schools: A Statement of Entitlement
 Church of England Vision for Education: Deeply Christian, Serving the Common Good
 Mental Health and Wellbeing: Towards a Whole School Approach
 Valuing All God's Children
 Diocese of Gloucester – LIFE vision <https://www.gloucester.anglican.org/about-us/our-vision/>
 SACRE Agreed Syllabus
 Understanding Christianity