



Christ the Sower Ecumenical Primary School

Religious Education Policy



Vision statement

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for **all** our children to flourish and achieve their **full potential**; so that every child can learn and explore who they are created to be. With the **highest of expectations**, we, individually and collectively, will **care for, nurture and develop** each and **every child**.

A loving place where we are Caring, learning and growing together.

Introduction

At Christ the Sower Ecumenical Primary school (V.A) RE plays an important role in expressing the Christian vision of the school. While recognising the ecumenical Christian foundation of the school we aim to learn from both the different Christian denominations represented and the many other faiths within our local and school community. We aim to make connections with the faith communities within our local area to draw on knowledge, resources and experience.

Religious Education has the same high status as any other subject and contributes to the overall development of our pupils, from all backgrounds and traditions, for life in a multi-faith world.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the governors decided that religious education in our school should be based upon the [Milton Keynes Locally Agreed Syllabus](#) while 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 RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- 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.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.

- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.
- 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.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.
- To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways.

Curriculum and Time Allocation

The RE curriculum at Christ the Sower Ecumenical Primary School, has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus, e.g. *Judaism in KS1, Hinduism & Sikhism/Islam in KS2.*

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons. **The time dedicated to RE is separate from the time given to Collective Worship.** In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning and Assessment

EYFS

The Early Learning Goals promote children's social and moral development inherent in our R.E. planning. The Foundation Stage children are also involved in all major Christian celebrations undertaken by the school throughout the year. Learning in RE is structured through the Early years foundation stage framework. And Teachers consider the pupils' own background, experiences and questions when planning for RE learning and spiritual development.

- Myself & Other people
 - How I live & how other people live
- Belonging
- Important things & important experiences
- Feelings & expressing our feelings
- Celebrations
- Religious stories and what they mean

Key Stage 1 and 2

RE is taught using an enquiry-based approach, beginning with the children's own knowledge and experience before moving into learning about and from religion. We provoke challenging questions that will develop pupil's knowledge and understanding of Christianity and other principal religions in Great Britain, fostering personal reflection and spiritual development.

We aim to encourage children to explore their own beliefs (religious and non-religious) in the light of what they learn, as they examine how faith impacts individuals and society. Through the topics

chosen we teach a respect for others, including those with different faiths or worldviews, challenging prejudice and encouraging empathy, generosity and compassion.

Within class discussions we encourage inclusive, informed and positive attitudes enabling pupils to live as responsible citizens in a diverse society. Ultimately, we want to enable pupils to build their sense of identity and belonging, which will help them flourish within our Christian community.

RE and inclusion

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability, or background. In all our classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies. Scaffolded tasks are regularly used, and the level of support provided, which may include teacher, LSA or peer support, is planned carefully to allow access to all pupils and allow them to achieve fully. This RE policy should also be read in conjunction with our SEND and equal Opportunities policies (available on the website) and 'Valuing All God's Children' Church of England.

At CTS, we believe that RE is an exciting and thought-provoking subject and use a variety of teaching methods, providing all students with access to religious education and to ensure all students are able to make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of religious education include:

- visits to places of worship, museums or art galleries
- representatives from religious traditions and the community as visitors to the class
- artefacts, big books, posters, videos, artwork
- art and craft to enable students to express their ideas
- use of drama, role play, music, gesture or dance
- music to create an atmosphere or for expression of ideas and emotions
- the use of stillness and periods of quiet reflection
- information and communication technology, such as chrome books, ipads, interactive whiteboards, websites, etc.

RE and inclusion

Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. Records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning. At Christ the Sower School we use the Oxford Diocese Board of Education (ODBE) assessment profile.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (eg Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

*An enquiry-based approach is focused on Big Questions and an investigative approach, as recommended by the Diocesan Scheme of Work and also in Understanding Christianity. It is recommended in the National Statement of Entitlement.

Policy Review

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended, if possible, but review must be done within a 3-year period. Policy to be reviewed in July 2027