



## **Patterdale C of E Primary School**

*A loving family in a unique environment*

*Lifting our eyes to the hills, we are a happy school filled with love for our place and all people. We recognise and nurture the uniqueness of everyone.*

# **Religious Education Policy**

# **2024-2026**

<b>Approved by</b>	
<b>Name:</b>	
<b>Position:</b>	Chair of Governors
<b>Signed/dated:</b>	
<b>Date of Policy:</b>	Draft Policy awaiting Governor approval July 2024
<b>Proposed review date<sup>2</sup>:</b>	For Curriculum Committee Autumn 2026 meeting

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	July 2024

## RE POLICY FOR PATTERDALE CHURCH OF ENGLAND PRIMARY SCHOOL

This policy has been written taking into account the Church Of England Education Office's "Religious Education in Church of England Schools: A Statement of Entitlement (the Statement of Entitlement); the SIAMS Framework (2023); and the Cumbria Agreed Syllabus for Religious Education.

### Patterdale's Vision for Religious Education (RE)

At Patterdale, RE expresses and strengthens our vision, ethos and values that are at the heart of what we aim to do in every aspect of school life that offers human flourishing for all. The importance placed on the development of the whole child spiritually, morally, socially, culturally (SMSC) and intellectually is reflected in the RE curriculum.

In Patterdale Church of England School where pupils and staff come from different faiths and none, RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. There is 'a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person', Statement of Entitlement 2019.

The school provides a RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied. We aim to provide

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suitable learning opportunities that match the needs of all children. This includes providing relevant support, adapted activities and using a range of teaching and learning styles within lessons.

Pupils are encouraged to know about, understand and respond to the ultimate questions of life and ethical issues. Our curriculum inspires pupils to explore, develop and affirm their own faith/worldviews and values whilst having respect for the faith, beliefs and values of others. We are committed to education for wisdom, hope, community and dignity.

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion;
- Key beliefs and teachings, practices;
- Impact on the lives of believers and communities;
- Different ways of expressing beliefs, teachings and practices;
- Developing pupil skills of interpretation, analysis and explanation in relation to religion;
- Pupils' communication of their knowledge and understanding using specialist vocabulary;
- Pupils reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment; and
- Development of religious literacy.

## Aims

In keeping with the expectations set out in the Statement of Entitlement, the aims of RE in this school are:

1. To enable pupils 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.
2. To enable pupils to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
3. To facilitate pupils' engagement with challenging questions of meaning and purpose raised by human existence and experience.
4. To enable pupils 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.

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5. To encourage pupils to explore their own religious, spiritual and philosophical ways through living, believing and thinking.

## Legal Framework

As a voluntary aided school, as required by law, we provide RE in accordance with our trust deed. Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. We aim to provide a quality RE curriculum that can be sensitively and appropriately taught to all pupils, by all staff. We ask that requests for full or partial withdrawal from RE should in the first instance be discussed with the Head Teacher, however parents need to be aware that withdrawal cannot insulate the children from the religious life of the school.

## Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is given priority by leaders, including governors, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects. This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish;
- contributes to British values and to pupils' spiritual, moral, social and cultural development;
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions;
- provides meaningful and informed dialogue with a range of religions of worldviews;
- reflects a good balance between the disciplines of theology, human science and philosophy;
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is diverse;
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals and practices and how they help to form identity in a range of religions and worldviews;
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs;
- is adapted to ensure all pupils make progress and flourish.

In addition to providing RE in accordance with our trust deed we use Questful RE as our main scheme of work. We also use other resources, such as NATRE, and visitors to support and enhance the teaching of RE. There are clear learning outcomes for all units of work, based on the

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appropriately high expectations we have for all our pupils. Our RE curriculum is sequential and builds on prior learning which ensures that there is continuity and progression for all pupils as they move through the school.

## Curriculum balance and time

In Patterdale the faiths/worldviews taught in RE are:

- in KS1, Christianity and Judaism, Islam, Hinduism, Sikhism,
- in KS2, Christianity and Islam, Judaism, Hinduism, Humanism, Sikhism, Buddhism and worldviews.

RE has 10% of curriculum time which is 36 hours per year (50 min a week) in the foundation stage and key stage 1 increasing to 45 hours per year (1 hour a week) in key stage 2.

Children also visit church once a week for Collective Worship, lead Harvest, Christmas and Easter services and visitors of other faiths come to school to enhance our RE provision.

Of the RE taught, 70% focusses on Christianity and 30% focusses on other faiths; however, we recognise that a 60% Christianity and 40% other faiths is a better balance for our school context and we are in the process of working towards achieving this.

Our RE curriculum is structured so that key concepts are taught and revisited over the years in the context of Christianity. Other religions and worldviews teaching follows on from these units so that children deepen their understanding of concepts instead of learning isolated facts about individual religions.

A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship and other places of interest.

Allocated curriculum time is only ever spent on RE related learning. Collective worship is timetabled separately.

## Spiritual, Moral, Social and Cultural Development (SMSC) / British Values

- RE is a key opportunity to develop morally, spiritually, socially and culturally. We invite pupils to reflect on their personal responses to issues and consider respectfully those of others.
- We encourage pupils to consider the answers offered by faith and other groups to questions of meaning and purpose and to problems within societies as well as their own experiences.
- RE also strongly supports the school's citizenship work by introducing pupils to the significance of belonging to a community, diversity within communities, faith rules and their application to

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moral and ethical issues and cultural influences on religious practice. This includes work on the British Values of democracy, the rule of law, individual liberty, and respect.

## Health and Safety

Health and safety issues may arise in RE on a number of occasions for example, when pupils:

- Handle artefacts
- Consume food
- Visit places of places.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

## Recording, Feedback and Assessment

We use the Questful RE ladder of expectation and achievement to plan tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. We also use the ladder to make judgements about the level of individual pupils' achievement.

Teachers set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. This is recorded at the end of a unit on an 'Assessment and Recording Sheet'. On each unit sheet there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. We don't use specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements. Along side this we also have an 'Outcomes and Expectations Sheet' that contain 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess.

In Keldas and Helvellyn there will be a class RE 'scrapbook'. The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard. These books are then used to contribute towards assessment and monitoring. Helvellyn class will also have individual RE books.

RE is marked in-line with the school policy so there is consistency across all subjects in the school. Our pedagogical approach uses in-lesson feedback and effective and inclusive questioning which regularly checks for understanding.

Scrutiny of RE work/books/lessons are carried out by the RE subject leader and Governor.

The RE subject leader will:

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- support and regularly monitor the subject across the school for its strengths and areas for development in line with SIAMS and Ofsted guidance about self-evaluation;
- undertake relevant and regular CPD to keep their subject knowledge and expertise up to date, and to ensure that staff receive appropriate training for the teaching and assessment of RE;
- report regularly to the governing body so that everyone has an overview about progress and outcomes in RE; and
- ensure that RE provision reflects diocesan advice and recommendations.

Its impact will be monitored by the RE leader, together with senior leaders and governors. This will include discussions with pupils, other members of staff, observing teaching and scrutinising pupils' work.