

**A Place to Flourish**  
***“I have come that they may have life, and have it to the full” (John 10:10)***



## **Religious Education (RE) Policy**

<b>Date of review/adoption</b>	Autumn 2021
<b>Date of next review</b>	Autumn 2023
<b>Notes</b>	

**Signed ...*Jane Liddell*\*... Chair of Governors**

**Date .....6<sup>th</sup> December 2021.....**

*\*Electronically signed and approved at Full Governing Board Meeting held on  
06.12.21*

# **Blundeston CEVCP School Religious Education (RE) Policy**

## **1. Introduction**

As a Church of England school in Suffolk, within the Diocese of Norwich, we are uniquely placed to benefit from the guidance of these three advisory bodies (Church of England, Suffolk County Council Local Authority and Norwich Diocese).

Our Religious Education (RE) programme adheres to the Church of England's Statement of Entitlement and the Suffolk Agreed Syllabus.

In accordance with the Equality Act 2010, we recognise that a person's religion, faith or belief is a protected characteristic. As part of the Public Sector Equality Duty, and in relation to this policy, we aim to advance equality of opportunity between people who share a relevant protected characteristic (religion, faith or belief) and those who do not share it. We also aim to foster good relations across all protected characteristics between people who share a protected characteristic and those who do not share it

## **2. Our vision**

Our vision is for our school to be "**A Place to Flourish**". This is based on **John 10:10** when Jesus said *"I have come that they may have life, and have it to the full"*. This is what we want for everyone in our school community: to reach their potential, as God intended, with learning being understood as a shared responsibility. We see flourishing in its broadest sense, and not just academically, as we understand that flourishing will mean different things, to different people, at different times. We want our whole school community to flourish, underpinned by our Christian ethos and fundamental British values.

## **3. Aims**

Our aim is to deliver a high-quality sequential RE programme to meet the statutory requirement for all state-funded schools. We aim to teach a curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to our RE curriculum is the study of Christianity as a living and diverse faith, focusing on the teaching of Jesus and the Church (Church of England Statement of Entitlement).

## **4. RE curriculum intent**

Our RE curriculum develops our children's knowledge of world faiths and deepens their understanding and awareness of the traditions, values and beliefs of other cultures, both in the UK and around the world.

Our RE lessons encourage the children to ask questions about the world around them and to feel confident to talk about the ideas they already have.

We want our children to use what they learn in RE to help them make sense of the world and to develop and reflect upon their own beliefs, morals and values. We want them to flourish as tolerant, thoughtful and respectful members of society.

## **5. Church of England VC schools**

At Blundeston, as in all Church of England schools, where pupils and staff come from all faiths and none, RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in our school, is the teaching of Christianity. However, pupils also learn about other faiths and world views.

Reflecting the school's trust deed, Christianity is the majority religion studied in each year group and is at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is committed to the delivery of RE. We aim to be close to 10% but no less than 5% in Key Stages 1 and 2.

## **6. SIAMS**

All Church of England Dioceses and the Methodist Church use the Church of England Education Office's framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS) under Section 48 of the Education Act 2005.

The Evaluation Schedule has one over-arching inspection question: ***how effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?***

This is explored through seven strands:

- ***Vision and Leadership***
- ***Wisdom, Knowledge and Skills***
- ***Character Development: Hope, Aspiration and Courageous Advocacy***
- ***Community and Living Well Together***
- ***Dignity and Respect***
- ***The impact of collective worship***
- ***The effectiveness of religious education***

## **7. The Emmanuel Project**

As a Church of England school in Suffolk, we are advised to use the Emmanuel Project scheme of work, which fulfils RE requirements for all schools, and is based on the Suffolk Agreed Syllabus.

The Emmanuel Project provides teachers with a comprehensive tool to take the children on an RE journey throughout their time at Blundeston. Starting with religious stories in early years, moving onto Christianity and Judaism in Key Stage 1, the children then extend their learning in Key Stage 2 to incorporate Hinduism, Sikhism, Buddhism, Humanism and Islam.

Each unit begins with a key question, which is then unpacked over a series of RE lessons. The units follow the same pattern - the children **engage** with the key question, **enquire, explore** (through each religion's special book, place of worship and personal practice), **evaluate** and **express**. All units follow this enquiry-based model and offer a breadth of options to make them more flexible within each class.

All of our RE is recorded using a wide and varied range of tasks and activities, which are then stored in class RE scrapbooks. Each unit has its own scrapbook, which can be seen displayed in classroom RE areas and on our RE board outside the main hall. We believe that this way of recording the learning gives every child the opportunity to flourish in their learning of RE, as much more emphasis is put on the discussion that takes place during each lesson. Few and short written tasks mean that our reluctant writers are not limited by their English skills in RE lessons.

We have a comprehensive range of resources to support teaching and learning in RE. We believe that high-quality resources help to deepen children's understanding about religion.

## **8. Assessment**

The children's learning is assessed at the end of each unit. Teachers assess one objective from each attainment target 'Learning about Religion and Belief' and 'Learning from Religion and Belief', as well as using all the learning recorded in the unit scrapbook and what the teacher has observed about each child in the unit lessons.

## **9. Learning outside the classroom**

Each class will visit the local church (St Mary the Virgin in Blundeston) and use the building for at least one "Inspired Classroom" lesson each half-term. The lesson may be based on their RE learning, or it may be based on any area of the curriculum.

## **10. Faith speakers/other places of worship**

In Early Years, Key Stage 1 and Key Stage 2, visiting speakers from different religions are invited into school. In Key Stage 1 and 2, the children will also have the opportunity to visit other places of worship, including Norwich Cathedral, Rose Lane Bangladeshi Mosque, the local Hindu Temple and Earham Road Synagogue.

(N.B. The Covid-19 pandemic has significantly impacted on the school's ability to have speakers/visitors in school and visit places of worship).

## **11. Contributions to SMSC development & links with collective worship**

At Blundeston CEVC Primary School, religious education plays a part in:

- developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way (SPIRITUAL);
- providing a forum for children to develop and evaluate their own beliefs and values and to examine the beliefs and values others have chosen to live by (MORAL);
- encouraging interest in, and an understanding of, others, respect for those with different beliefs, and a sense of community (SOCIAL);
- evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers (CULTURAL);
- our RE curriculum is supported by our collective worship programme in school, as children's understanding of Christianity is deepened and explored further. Similarly, the school's collective worship programme underpins the Christianity aspect of our RE curriculum.

## **12. Monitoring and evaluation**

RE is part of the whole school monitoring schedule. It is monitored by senior leaders, the RE Leader and Governors. This monitoring involves a range of activities, including discussions with pupils and scrutiny of work. The RE Leader scrutinises the scrapbooks to monitor coverage of the Emmanuel units and holds discussions about RE learning with groups of children to evaluate the impact of the RE curriculum. Subject leader time is given to the RE Leader in order to carry out monitoring and they are also encouraged to attend RE training courses, Diocese network events, moderation and updates.