

**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>	Spring 2025
<b>Date of next review</b>	Spring 2029
<b>Notes</b>	

Signed .....*C. Robertson*.....Chair of Governors

Date .....03.02.25.....

*\*Electronically signed and approved at Full Governing Board meeting held on  
03.02.25*

# BLUNDESTON CEVC PRIMARY 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**", so that we can transform the lives of those within our school community. 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 world views, 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, give them the confidence to talk about the ideas they already have and inspire the curiosity to explore the new ideas presented in each unit.

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

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

At Blundeston, 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. 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.

SIAMS inspectors will explore with school and trust leaders how they understand the specific context of the school, and whether they know how to respond to it theologically. School must be confident in answering three key questions:

1. Who are we as a school?
2. What are we doing here?
3. How, then, shall we live and learn together?

Importantly, the 2023 SIAMS Framework highlights and seeks understanding of the theology that underpins a school's Christian vision.

Inspection Question 1: Who are we as a school is based on factual information which enables the inspector to understand the specific context of the school. No judgements are made on this information.

Inspection Question 2: What are we doing here is based on the information the school provides to the inspector to understand the theological underpinning of the school's Christian vision, the school's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.

Inspection Question 3: How then shall we live and learn is explored through seven strands:

- How does the school's theologically rooted Christian vision enable pupils and adults to flourish?
- How does the curriculum reflect the school's theologically rooted Christian vision?
- How is daily collective worship<sup>1</sup> enabling pupils and adults to flourish spiritually?
- How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?
- How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?
- Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?
- What is the quality of religious education?

## **7. The Emmanuel Project**

As a Church of England school in Suffolk, we 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 a RE journey throughout their time at Blundeston. Starting with religious stories in early years, moving onto Christianity, Judaism and Islam in Key Stage 1, the children then extend their learning in Key Stage 2 to incorporate Hinduism, Sikhism, Buddhism, Humanism and Islam. This progression allows our children to build their understanding and vocabulary from unit to unit, giving them a confident religious literacy.

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, then **enquire, explore, evaluate** and **express**.

This teaching and learning approach enables children to look first at a religious text before moving on to looking at the impact of this concept in the religious community and on the life of the individual. This reflects the requirement for a

religious education curriculum which demonstrates a balance of theology, philosophy and human and social sciences.

All units follow this enquiry-based model and offer a breadth of options to make them more flexible within each class. Over the year, every class will have the opportunity to present, or 'express', one of their units to the rest of the school and their parents, to share their learning.

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 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 *and less able* 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 and updated on the Sonar tracker. Teachers assess one objective from each attainment target 'Learning about Religion and Belief' and 'Learning from Religion and Belief', using all the learning recorded in the unit scrapbook and what the teacher has observed about each child in RE lessons.

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

Each class will aim to 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. Each class will also hold one class collective worship in the church every half-term.

## **10. Places of worship/Open the Book**

During their time at Blundeston, the children will have the opportunity to visit a number of places of worship, starting in early years with visits to our local church, St. Mary the Virgin in Blundeston. From Year 1, the children visit Norwich Cathedral annually, with a different focus for their learning. In Key Stage 1, they will make comparisons between Norwich Cathedral and Norwich Synagogue. In Key Stage 2, they will continue to expand their experience, comparing Norwich Cathedral to the Rose Lane Bangladeshi Mosque in Years 3

and 4, with their final visit being to the Anglican Shrine at Walsingham in Years 5 and 6.

All of the children also participate in 'Open the Book' sessions, where a team of Christians from a local church share key Bible stories with the children.

## **11. Contributions to SMSC development**

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. Spirituality in RE**

Our enquiry-based curriculum in RE starts with questions our children can link to their own lives, such as 'Why is belonging to God and the church family important to Christians?' in Year 1, moving to more complex and abstract questions like 'Should believing in the resurrection change how Christians view life and death?' in Year 6.

Along the way, they explore increasingly challenging and thought-provoking ideas, building a religious vocabulary and understanding that allows them to make sense of the different religions and world views they study and link them to their own beliefs.

Our programme of visits across Key Stages 1 and 2 gives our children the opportunity to experience spirituality in different special places of worship. This programme begins with our church in Blundeston and widens as they move through the school, finishing with an opportunity to visit the Anglican Shrine in Walsingham.

### **13. 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.

This policy will be updated every four years, or more frequently, if necessary, due to changes that occur.