



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

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Religious Education Policy

In our school our Christian vision shapes all we do. We want to create a school in which everyone flourishes, which is firmly rooted in our Christian values of Love, Wisdom and Hope.

As a church school, our vision is deeply Christian and underpinned by this verse from the Bible: **'Do Everything in Love'** which is found in **1 Corinthians 16:14**. This is taken from the letter the Apostle Paul wrote to the church in Corinth where he gave instructions for living God's way. In the last few lines of his letter, Paul reminds us that all our actions, however big or small, should be an expression of our love for others.

We have three core values that underpin all that we do;

Love

Through our value of love, we encourage our children to love one another as God loves us. By practising forgiveness and reconciliation, we enable all to live well together and to flourish.

'A new command I give you: Love one another. As I have loved you, so you must love one another.' John 13:34

Wisdom

The Bible talks of wisdom as a gift from God. We teach our children that wisdom is not just about how intelligent someone is; it is about knowing right from wrong, remembering past experiences and learning from them, making the right choices, even in challenging situations and being prepared to listen to the advice of others.

'If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you.' James 1:5

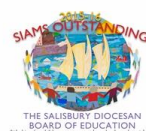
Hope

Hope is revealed through the life, death and resurrection of Jesus. This inspires us as we equip our children with the skills, passion and resilience, to achieve goals, giving them confidence as they 'fly' from Cranborne First School and journey through life.

'And so, Lord, where do I put my hope? My hope is in you.' Psalm 39:7



Diocese of Salisbury
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Rationale

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live life well together.'

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews¹) and for the religious freedom of each person. **R.E. Statement of Entitlement from the Church of England Education Office Feb 2019²***

Pupils and their families can expect a high-quality religious education (R.E.) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews. R.E. has a very high profile within the curriculum and makes a significant contribution to preparing pupils for life in modern Britain.

Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of religions and worldviews. We encourage pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

We aim for pupils to be inspired by the subject and that through their learning in R.E. they will develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion on the world.

Legal Requirements

As a previously Voluntary Aided School, our academy standards and ethos committee determines our R.E. curriculum, which is in accordance with the school's trust deed and has been discussed with The Diocese of Salisbury Board of Education. The school teaches religious education according to the Dorset locally agreed syllabus, with additional teaching on Christianity.

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Aims of R.E. - Curriculum Intent

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- Through exploration of core beliefs and using an approach that critically engages with biblical text, to enable pupils to know about and understand Christianity as a diverse, global and living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.

¹ The term worldviews is used throughout this policy to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's way of understanding and living in the world which may be drawn from one or many institutionalised worldviews.

Based on Commission on Religious Education, Religion and worldviews: [The way forward A national plan for RE \(Religious Education Council for England and Wales 2018\)](#) p4.

² Church of England – [Religious Education in Church Schools – A Statement of Entitlement](#) – February 2019

- To enable pupils to know about and understand different major world religions and world views, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within those religions and worldviews
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs, ways of living, thinking and values.

Curriculum balance

Parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly R.E. objectives, however organised, should be committed to the delivery of R.E. This should aim to be close to 10% but must be no less than 5% in key stages 1-4. Schools must take note that the R.E. entitlement is totally separate from requirements for collective worship. Collective worship is not considered curriculum time for R.E. or the teaching of R.E.

Curriculum Implementation

R.E. lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Lessons provide opportunities to engage in meaningful and informed dialogue with those of all faiths and worldviews. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.

Teaching in R.E. aims to challenge stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

- Religious education is usually taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually
- Visits to our local church are planned frequently
- A variety of teaching approaches including teacher presentations, role play, drama, art and story-telling are used as well as discussions and debates in order that R.E. learning is active and enjoyable as well as rigorous and challenging.
- Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning

In line with the Statement of Entitlement we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religion or worldview as lived by people in Britain and in the world
- A pedagogy that instils respect for different views and interpretations; and in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- R.E. that makes a positive contribution to SMSC development and also to pupils' understanding of British values

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it 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. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy³
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- 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.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in R.E. as they draw on their own experiences and beliefs

³ *Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief.* (Church of England - [Key Principles of a balanced curriculum in RE, 2018.](#))

Managing the right to withdraw⁴

Parents have a right by law to withdraw their children from the Religious Education curriculum and our school will comply with any such request. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in R.E., and ask that anyone wishing to withdraw their child arranges to discuss this with the headteacher and to take up the opportunity to discuss the contents of the R.E. curriculum in school before making this decision.

Assessment and reporting

Assessment in religious education will:

- Be directly related to the expectations of the Dorset Locally Agreed Syllabus
- Be carried out through suitable opportunities identified in resources used in teaching, such as Understanding Christianity.
- Seek to identify pupils' development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Monitoring and Evaluation

In our school, governors have responsibility for monitoring the effectiveness of R.E. and how the R.E. in the school reflects our Christian vision. Key questions include:

- How well does R.E. help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? And how well does R.E. help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- How well does R.E. enable all pupils to develop knowledge and understanding of major world religions and worldviews and their impact on society and culture?
- How well does R.E. give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
- How well do pupils make progress in R.E. as a result of a rich and engaging curriculum?

⁴ Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28) The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.