



SCAMBLESBY CHURCH OF ENGLAND PRIMARY SCHOOL: RELIGIOUS EDUCATION POLICY

This policy has been adopted by the Governors in consultation with the RE subject leader and teaching staff. It was approved in Spring Term 2023 and will be reviewed in Autumn Term 2025.

This policy should be read in conjunction with other policies in school including: SMSC, Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

The Purpose of Religious Education at Scamblesby CE Primary School:

We teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be:

“our pupils’ ability to hold balanced and well-informed conversations about religion and belief.”

The Aims of Religious Education at Scamblesby CE Primary School:

Religious Education at Scamblesby CE Primary School is provided within legal requirements. These are as follows:

- 1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.*
- 2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain*
- 3. The Religious Education curriculum provided will be in accordance with the Locally Agreed Syllabus for Lincolnshire.*

Within this framework our aims in Religious Education are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for, and celebration of the diversity of those with, different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the ‘big questions’ raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

The Context:

Scamblesby CE Primary School is a small rural school for children in the age range 4 to 11 years old. We work to the Lincolnshire Locally Agreed Syllabus for Religious Education.

As a Church of England school, we recognise the core place that Religious Education occupies in relation to our Christian distinctiveness. The Diocese of Lincoln recognises the opportunities that Religious Education offers for pupils

to encounter a range of religions and world views. We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with local clergy and we value their contribution to our provision of engaging Religious Education.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

Time Allocation:

It is the expectation of the Church of England Education Office that Religious Education should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2/KS3. This time is arranged in a range of ways, including discrete weekly/fortnightly lessons and block teaching, such as through Religious Education days. Religious Education forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between Religious Education and the Early Learning Goals. **Religious Education curriculum time does not include collective worship or assembly.**

Scheme of Work and Planning:

Our Religious Education Scheme of Work is based on the Lincolnshire Locally Agreed Syllabus. Religious Education will be based around termly themes/cross-curricular units. The 'Understanding Christianity' scheme will be 50% of our syllabus, with other world religions being studied for the remainder of the time. It is not expected that pupils will study all six major world religions in depth during their time at Scamblesby CE Primary School, although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their Religious Education curriculum.

We carry out curriculum planning for Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the Religious Education topics studied throughout the school; the medium-term plan gives details of each unit of study delivered to each Key Stage. As we have mixed-age classes, we carry out the medium-term planning on a two-year cycle.

Teaching and Learning:

OfSTED guidance encourages a range of teaching and learning styles in Religious Education; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in Religious Education according to their individual needs. Cross-curricular work is encouraged, in line with whole school policy on teaching and learning. We identify Religious Education as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire Locally Agreed Syllabus for Religious Education and the objectives and outcomes from 'Understanding Christianity'.

Visits and Visitors:

We consider that an essential element of the delivery of good quality Religious Education is encounter with world faiths. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for Religious Education and aim to provide pupils with the chance to encounter world religions as living faiths in modern Britain.

Assessment:

The Lincolnshire Locally Agreed Syllabus for Religious Education provides descriptions of 8 level of attainment; we reflect these in our planning outcomes, ensuring that work is both matched to pupil need and enables progression.

The learning outcomes that make up part of the 'Understanding Christianity' scheme are used to direct and focus learning and teaching effectively. Whole school policy with regards to SEND and differentiation applies to Religious Education. Teachers ensure that the learning activities employed in Religious Education are differentiated to meet a variety of learning needs. The expectations for writing and discussions in Religious Education sessions are as high as those for English or any other curriculum area.

Religious Education and Inclusion:

At Scamblesby CE Primary School we teach Religious Education to all pupils, whatever their ability and individual needs. The subject forms part of our commitment to provide a broad and balanced education to all children and through our Religious Education teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take all reasonable steps to achieve this.

Inspection:

Scamblesby CE Primary School is a Voluntary Controlled Primary school. As such, Religious Education is inspected as a separate element of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. It is the responsibility of the Religious Education Subject Leader to review and maintain evidence for the Religious Education elements of this inspection, with appropriate support from the head teacher, governors and Diocesan Religious Education Adviser.

Monitoring and Review:

We intend that this policy should operate for the next two years, and then be fully reviewed by staff and governors. The Religious Education Subject Leader will monitor the delivery of the subject during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of Religious Education.

The nominated monitoring governor liaises with the headteacher and subject lead teacher before reporting on monitoring visits to the governing body covering both Religious Education and collective worship.

Withdrawal from Religious Education:

We acknowledge the right of parents/guardians to withdraw their children from Religious Education lessons subject and that parents/guardians do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from Religious Education lessons, we require that written notice be sent to the school governors.

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of Religious Education within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from Religious Education lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing and is not obliged to provide alternative work.*

Any queries regarding withdrawal from Religious Education should be directed to the Religious Education Subject Leader in the first instance, and thereafter to the head teacher.

Headteacher: Date:

Chair of Governors: Date:

Review Date:

APPENDIX:

SCAMBLESBY CE PRIMARY SCHOOL: CURRICULUM ACTION PLAN

SUBJECT ACTION PLAN

Subject: RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP	Subject Leader: CHARLIE LUFF	Year: 2021 - 2024
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CONTEXT:

We use the Understanding Christianity and Agreed Lincolnshire Syllabus as a plan and guide for our RE provision, working closely alongside the Diocesan Adviser, Gillian Georgiou.

We have developed our Collective Worship provision since January 2022 to ensure the pupil voice is heard and acted upon (through a very active Collective Worship Council in KS2), using the Sacred Pathways Resources to ensure Collective Worship is inclusive and effective.

Strengths include the rigour and structure of the Understanding Christianity resources and the raised profile of the subject, and the impetus and direction of a newly galvanized and enthusiastic Collective Worship Council. Areas for development, at the time of writing, are the monitoring and evaluation of RE across the school, ensuring written outcomes are in line with English work, and looking for opportunities to develop our Collective Worship yet further.

LONG-TERM PLAN / VISION (2-3 YEAR TIMESCALE) – UP TO 2024

- To ensure that the 'Understanding Christianity' scheme is embedded well across the school and that discrete learning time is dedicated to high quality teaching of RE, and to develop provision of teaching and learning of other World Religions, as planned for in the Lincolnshire Agreed Syllabus and the Scamblesby Primary School's Rolling Curriculum Programme;
- To develop writing in RE, with attention to audience and intent, and to ensure writing opportunities are of the same quality and expectations as those in English lessons;
- To produce effective, thoughtful and inspiring Collective Worship in the school, providing the children with rich, interactive and relevant content to stimulate discussions and their understanding of being part of the school and wider community;
- To create an outside Collective Worship space, for Collective Worship, reflection and meditation.

SUBJECT PRIORITIES (FOR 2021 - 2022)

- To develop effective monitoring of RE and Collective Worship, using the pupil voice to ensure engagement and accountability;
- To continue to develop the effectiveness of Collective Worship in the school, providing the children with rich, interactive and relevant content to stimulate discussions and their understanding of being part of the school and wider community, using Sacred Pathways as a conceptual guide.
- To design and begin to create an outside Collective Worship area, for use by the whole school community.

SUBJECT PRIORITY 1

MEMBER OF STAFF WITH OVERALL RESPONSIBILITY: Charlie Luff

TARGETS	ACTIONS TO BE TAKEN	BY WHOM?	BY WHEN?	RESOURCES NEEDED?	SUCCESS CRITERIA	MONITORING	RAG RATING
To develop effective monitoring of RE SMART targets: S – Curriculum coverage and extended writing opportunities are sound M – appropriate curriculum time is allocated to high-quality RE teaching and learning A – 'Understanding Christianity' and L.A.S. Units of Study are allocated for one each two terms, meaning time is available for	Termly book looks and learning walks Questionnaire given to all teachers to gauge competence, confidence and future CPD Half-termly (6x a year) discussions with a range of pupils	Charlie Luff	Termly	Subject Leader to be released termly (6 times a year) for learning walk and book look. LSA to provide cover, so no additional costs to be incurred	Curriculum coverage and 'Digging Deeper' opportunities used effectively and consistently Books and on-line journals show a range of activities displaying high-quality work, with opportunities for reflection, personal responses and extended writing. Written RE work is of a comparable length, quality and refinement of English and other curriculum areas.	Ceri Tacey (H/T)	<i>Colour-code this box.</i> <i>Red: task not started</i> <i>Amber: task started but not complete</i> <i>Green: task completed</i>

high-quality teaching and learning R – see above T – at the end of each term, staff to complete a feedback form on the unit of study just completed, with evaluation of progress and identification of how future learning can be developed accordingly.							
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SUBJECT PRIORITY 2

MEMBER OF STAFF WITH OVERALL RESPONSIBILITY: Charlie Luff

TARGETS	ACTIONS TO BE TAKEN	BY WHOM?	BY WHEN?	RESOURCES NEEDED?	SUCCESS CRITERIA	MONITORING	RAG RATING
To develop effective monitoring of Collective Worship SMART targets: S – Collective Worship is engaging and thoughtful for all participants M – Collective Worship Council monitor their responses to each assembly, and feedback to Collective Worship Leader, Collective Worship and subsequently, teaching staff A – Staff are supported by resources and Subject Leader to ensure their Collective Worship provision provides children with suitable experiences R – Styles of worship to be changed every fortnight, school values every half-term T – see above	Collective Worship Council monitor and feedback on all Collective Worship assemblies, ensuring that the pupil voice is heard and responded to ensure engagement and accountability	C Luff and members of Collective Worship Council (6 members of KS2)	Collective worship council to monitor and feedback on each session, fortnightly meetings to discuss previous sessions and hear the pupil voice on ways to improve / modify future provision. Styles of worship (from Sacred Pathways) to change fortnightly, school values to change half-termly.	Badges and log books for Collective Worship Councillors – to be paid for from Book Sale held in February 2022. New published resources to be explored in conjunction with support from Lincoln diocese (Gillian Georgiou and Lynsey Norris)	Collective Worship provision marries the term's value with a chosen Sacred Pathway learning style, and is inspiring and provides moments of reflection and meditation for all participants	Ceri Tacey (H/T) Rev'd Cilla Smith (local clergy)	<i>Colour-code this box.</i> <i>Red: task not started</i> <i>Amber: task started but not complete</i> <i>Green: task completed</i>

SUBJECT PRIORITY 3

MEMBER OF STAFF WITH OVERALL RESPONSIBILITY: Charlie Luff

TARGETS	ACTIONS TO BE TAKEN	BY WHOM?	BY WHEN?	RESOURCES NEEDED?	SUCCESS CRITERIA	MONITORING	RAG RATING
To design and begin to create an outside Collective Worship area, for use by the whole school community. S – available area is measured and assessed for potential development M – suitable timescale of design and first stages of	1) Revisit competition entries and discuss with Headteacher and Chair of Governors 2) Establish a 'Groundforce' team to do initial preparatory / landscaping tasks 3) Collective worship Council to co-ordinate a task force of	Charlie Luff, Ceri Tacey, Chris Royston and Chair of Governors Collective Worship Council	May half-term, 2022, for designing and preparing, Summer 2022 for initial planting and landscaping	To be decided after design and initial discussions have taken place – money raised from the book sales in February and March to be contributed towards cost of project, alongside other fundraising opportunities – to be decided with CWC	Suitable design plans are created and shared for approval with H/T, C of G and LSA Collective Worship Council devise a timetable for volunteers across the school community to help develop one aspect of the 'masterplan' –	Ceri Tacey	<i>Colour-code this box.</i> <i>Red: task not started</i> <i>Amber: task started but not complete</i> <i>Green: task completed</i>

development timetabled. A – initial plans to focus on one area of outside space, with clear understanding of need, personnel and timescale R – see above T – by May half-term 2023	pupils from all classes to be involved in stages of development				other stages to follow in Autumn Term...		
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