



Tenterden Church of England Junior School

'With God as our companion, we learn, grow and flourish'

Policy Statement for Religious Education

Updated: January 2023

Review due: January 2025

Our Vision

As a welcoming Church school we aspire to provide care and support for each other and the wider community. Through the practical application of Christian values and a positive growth mind-set our pupils challenge themselves to be independent, inquisitive and knowledgeable; a positive influence on society.

This policy is designed to support this vision and has been written with input from all stakeholders to aid consistency and fairness.

Policy Statement

This policy sets out the arrangements for the leadership and delivery of the R.E curriculum. At Tenterden Church of England Junior School, all of our teaching and learning in R.E should reflect the school's Christian Core Values: perseverance, faithfulness, respect and love. It is fully inclusive, reflecting the school AEN policy, and promoting equality of opportunity for all pupils and staff.

Aims and Objectives

To support pupils in developing their understanding of Christianity, and other major religions, as a contribution to their understanding of the world and their own experience within it and afford them the ability to hold balanced and informed conversations about religions and beliefs.

- 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.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking in order to develop their own belief system

Curriculum

Reflecting the school's trust deed 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. The curriculum will be delivered using the Kent Agreed Syllabus (KAS) updated March 2021 (see Appendix A). This is predominantly Christian based and is delivered through the 'Understanding Christianity' scheme endorsed by the Diocese. However, each year group will study another main world faith in order to broaden the minds of the children and make them more aware of the beliefs of other people in our multi-cultural society.

Using the key unit outcomes, year groups will adapt learning opportunities to suit the needs of pupils within their class. Teachers are to include a clear learning question for each lesson and encourage the children to think deeper through probing, reflective questioning.

RE is taught weekly for 1 hour 15 minutes.

Cross Curricular Links

The RE curriculum is a discrete scheme of work but will allow pupils opportunities to respond and reflect on current world and local issues in relation to the Unit being studied. For example: news articles relevant to the Unit outcomes. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

All pieces of R.E. work, must follow the school's presentation policy and should reflect the Literacy skills appropriate for their year groups.

Teaching and Learning

RE plays an important part in our broad and balanced curriculum to which all pupils are entitled at Tenterden Church of England Junior School. High quality learning experiences are designed and provided by careful planning through the Kent Agreed Syllabus.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

We benefit from our close ties with St. Mildred's Parish Church for visits to the building, visitors to the school and teaching, worship and pastoral input from the Ministry Team. This relationship is being developed by a group dedicated to this purpose.

Where possible we want our pupils to have opportunities to encounter other local faith communities through visits to local places of worship or visits from members of local faith communities.

Assessment and Feedback

RE is planned and assessed using the outcomes contained in the Understanding Christianity Core learning sections and equivalent KAS plans for other world religions.

Not all work is recorded and some learning outcomes may be assessed through discussion. Evidence for assessment may also be gathered through a number of activities such as practical cross-curricular work or displays.

Marking follows the school assessment and feedback policy. It is specific to the religion being studied and gives pupils opportunities to reflect on their previous learning. Teachers respond to pupils' work through key questions which children are expected to respond to.

Health and Safety

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

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

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

Role of the Subject Leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the [Church of England Statement of Entitlement](#).
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Legal Requirements

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.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. 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 RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Monitoring, Review and Effectiveness of the Policy

The effectiveness of this policy will be reviewed by the governors in accordance with the policy planner and they will report to the full Governing Body every two years.

Adopted:

Chair of Governing Body

Date

Suggested Long Term overview for C of E Primary Schools in Kent

Kent Agreed Syllabus incorporating Understanding Christianity
Amended March 2021

	AUTUMN		SPRING		SUMMER	
EYFS	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? CORE LEARNING	GOSPEL What is the good news that Jesus brings? CORE LEARNING	SALVATION Why does Easter matter to Christians? CORE LEARNING	JUDAISM Who is Jewish and what do they believe? ISLAM Who is a Muslim and what do they believe?	JUDAISM Who is Jewish and what do they believe? ISLAM Who is a Muslim and what do they believe?
Year 2	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? DIGGING DEEPER	GOSPEL What is the good news that Jesus brings? DIGGING DEEPER	SALVATION Why does Easter matter to Christians? DIGGING DEEPER	ISLAM Who is a Muslim and what do they believe? KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	ISLAM Who is a Muslim and what do they believe? SIKHISM How do Sikh people worship and celebrate?
Year 3	PEOPLE OF GOD What is it like to follow God?	SIKHISM What is important for Sikh people? INCARNATION (2 LESSONS)	INCARNATION What is the Trinity? CORE LEARNING	SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? DIGGING DEEPER	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER	HINDUISM What does it mean to be a Hindu in Britain today?	UNIVERSAL Why do some people think that life is a journey and what significant experiences mark this?
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? CORE LEARNING	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	JUDAISM What does it mean to be Jewish in Britain today?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1)
Year 6	CREATION Creation and science: conflicting or complementary?	GOSPEL What would Jesus do? INCARNATION (2 LESSONS)	ISLAM What does it mean to be a Muslim in Britain today? (Part 2)	SALVATION What difference does the resurrection make for Christians?	UNIVERSAL Is it better to express your beliefs in arts and architecture or in charity and generosity?	KINGDOM OF GOD What kind of king is Jesus?