



BENGEWORTH CE ACADEMY

RELIGIOUS EDUCATION POLICY 2024 - 2025

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

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STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider world ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/terms focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

Subject Intent

RE is central to the purpose of Bengeworth CE Academy Primary School because as a church School we see that the Christian faith, and learning about others' faiths and beliefs, inform all aspects of our life together.

RE in Bengeworth CE Academy Primary School explores how individuals and communities make meaning and sense of their lives. It helps all children to develop an understanding of the place that religion plays in people's lives and how it has influenced history and the growth and development of society. RE enables pupils to know about, understand and respond to the important and ultimate questions of life.

RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum at Bengeworth CE Academy.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the Early Years' Foundation Stage' 2021
- DfE At Bengeworth CE Academy we have agreed to follow the Worcester Syllabus for RE, combined with the 'Understanding Christianity' resource
- The Education Act (1996) and the School Standards and Framework Act (1998) requires that:
- Religious Education should be provided for all pupils in full-time education except for those withdrawn at the request of their parents [s352 (1) (a)]. This will include school children in Reception classes.
- Religious Education must be taught in accordance with an agreed syllabus in Voluntary Controlled schools (apart from when parents request RE to be 'denominational' or taught in accordance with the Trust Deed.) [1996 Act s376 (1); 1998 Act s71 (1)] As part of the curriculum, Religious Education

should play its part in promoting the spiritual, moral, cultural, mental and physical development of pupils. (1996 s351 (1) (a))

- An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain [1996 s375 (3)]

Right of withdrawal

Parents have a right to withdraw their children from all or part of religious education. However, as a church school, we believe RE is central to the life and identity of Bengeworth CE Academy and is an academic subject. Therefore we believe it makes an important contribution to the development of children regardless of their faith or background. For this reason, before exercising the right of withdrawal we would hope that all parents would wish to discuss the matter with the Headteacher.

Linked Policies

The Church of England's [*Statement of Entitlement*](#) (February 2019) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE.

It begins by stating: '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 to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: '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 worldviews) and for the religious freedom of each person'.

- Worship and Spirituality Policy
- PSHE Policy

IMPLEMENTATION

- The scheme of work for RE is written to ensure a balance between the Worcester Syllabus for RE and the 'Understanding Christianity' resource, ensuring that two thirds of the content is Christianity.
- The RE scheme ensures that we provide a challenging and robust curriculum, based on an accurate theological framework that draws on the richness and diversity of religious experiences worldwide.
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest, ensuring that there is continuity and progression for all pupils and opportunities for pupils to deepen their understanding of the religion and worldviews as lived by believers, to 'dig deeper and linger longer'.
- Pupil progress and attainment in RE will be tracked by teachers at the end of each unit and recorded and analysed termly by the SLT/RE Leader.

- Progress in RE will form part of the pupils' annual report to parents.
- RE will be taught as a discreet subject but we will endeavour to establish meaningful links with other subjects of the curriculum. Our RE curriculum makes a positive contribution to SMSC development.
- Visits to places of worship are planned to support learning in RE.
- Dedicated RE will be given no less than 5% of the curriculum time.

Through R.E., Collective Worship, Values' Education, PSHE and all other curriculum subjects, pupils will be helped to reflect upon those aspects of human life and the natural world, which raise questions of the ultimate meaning and purpose, and to recognise the spiritual dimension of experience.

ROLES AND RESPONSIBILITIES

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of R.E. providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of R.E. in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' R.E. skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Inclusion Lead is responsible for:

- Liaising with the subject leader in order to implement and develop specialist R.E-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of R.E objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

IMPACT

Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the R.E. curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a termly basis by the subject leader to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of R.E. as one of many resources to enable all pupils to achieve their full potential.

Teaching and Learning

The school uses a variety of teaching and learning styles in R.E. opportunities and activities . The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication
- Application
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding
- Deeper level Thinking and Learning Skills
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital
- Recognition that personal development is essential to wellbeing and success

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising Support Professionals to ensure that pupils are effectively supported.

Teaching and Learning Strategies Specific to the Subject

- ICT
- Audio/Visual materials
- Artefacts
- Buildings
- Visits/Guest speakers
- Written materials

Planning

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

Assessment and reporting

- Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.
- In Reception the EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- Throughout the year, teachers will plan in accordance with the Epiphany Tracking System and use this in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Pupil Voice - Talking to pupils and asking questions
- Discussing pupils' work and opportunities with them
- Spiritual Development Evidence - 5 Spiritual capacities
- Pupils' self-evaluation and reflections

- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.
- Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on pupils' attitudes towards R.E., understanding of methods, investigatory skills and the knowledge levels they have achieved.
- Verbal reports will be provided at Parents' Evening during the Autumn and Spring terms.
- The progress of pupils with SEND will be monitored by the Inclusion Lead and Class Teacher.

Resources and equipment

- The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- The school library contains an array of resources and topic books to support pupils' research.
- At the **start of every school year**, the **subject leader** will conduct an audit of the school's collective R.E. resources to ensure there is sufficient equipment for pupils. This will be shared with the Headteacher and funds will be allocated where necessary.

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Headteacher.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the delivery and teaching of R.E. are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2025**.

Bengeworth

Multi Academy Trust

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Bengeworth Multi Academy Trust
King's Road, Evesham, WR11 3EU
office@bengeworth.worcs.sch.uk

www.bengeworthtrust.co.uk

Company Registration Number: 08943457
UID: 16942
UKPRN: 10060770

