



NORTON JUXTA KEMPSEY C.E. PRIMARY SCHOOL

"Together with the love and joy of God, we will discover, develop and maximise potential."

RELIGIOUS EDUCATION POLICY

Signed by:	
Head Teacher	Julia Dean
Chair of Governors	James Hurley
Date Reviewed	March 2022
Date of next Review	March 2025
Date Approved by GB	

NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL

AMENDMENT HISTORY

Date	Issue	Status	Reason for Amendment	Person Responsible

Norton Juxta Kempsey Church of England First School

Religious Education Policy

‘Digging deeper, lingering longer’

Legal Position of Religious Education in School

Religious Education (RE) is unique in the curriculum as it is neither a core or foundation subject. The 1988 Education Act states ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils.

NJK is a Church of England Voluntary Controlled School and therefore follows the Worcestershire Agreed Syllabus for Religious Education 2020 – 2025.

The Church of England’s Statement of Entitlement

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’.

Religious Education and the school’s Christian Vision

Together, with the love and joy of God, we will discover, develop & maximise our unique potential.

The Father has loved us so much! He loved us so much that we are called children of God. And we really are his children.

1 John 3:1 – ICB

The value of love is at the heart of both the Christian faith and our vision here at NJK. God’s love for all people inspires us to give love in abundance. We value and care for ourselves, others and the world around us as God’s creation; demonstrating our values of **friendship, compassion, forgiveness and respect**. We believe this is of the highest importance when teaching RE to enable pupils to explore their **differences with tolerance and mutual respect**.

Our school vision is integral to everything we do at NJK. We want to **discover and maximise each child’s unique potential**. We aim to deliver a **joyful and inspiring** curriculum and school experience where every child feels loved, valued and cherished. Our RE curriculum specifically contributes to our distinctively Christian character and provides children with the opportunity to explore our Christian values, and flourish as citizens in a pluralistic and global community.

Religious Education Intent

The intent of Religious Education at NJK School is to

- **engage** pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- **provide** learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- **develop** their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- **enable** learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- **enable** learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- **encourage** learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

At NJK the following pupil friendly version is shared with pupils and referred to regularly and the children are familiar with the aim and purpose of RE lessons.

***'RE explores what people believe and what difference this makes to how they live.
We gain knowledge & understanding to answer questions about belief
and to think about our own ideas.'***

In Key Stage One the children use actions and pictures to explain the aim of RE.

RE explores what people believe We gain knowledge & understanding




to answer questions



about belief and to think



about our own ideas.



and what difference this makes to how they live.

School Approach to Religious Education

In-line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the *Statement of Entitlement*, teaching and learning in RE in this school will provide:

- a challenging and robust curriculum based on an accurate theological framework
- an assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- a curriculum that draws on the richness and diversity of religious experience worldwide
- a pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.

RE that makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

The RE at NJK is based on an Enquiry approach (Theological) that was suggested after the September 2014 Making a Difference – a review of Religious Education in Church of England Schools Report was published.

Learning in the RE Classroom is developed through RE-searchers, that enable pupils to develop:

- **theological enquiry &**
- **theological thinking**

It is called 'the RE-searchers approach'. It encourages pupils to think about the significance and effectiveness of different methodologies and methods of enquiry in Religious Education. To make these accessible to young children, they have personified some of them as cartoon characters. Individually these characters are called

Debate-it-all Derek, Ask-it-all Ava, Have-a-go Hugo, and See-the-story Suzie, collectively they're known as the 'RE-searchers'. Each character holds different assumptions about religion(s) and advocates different research methods (e.g., questioning and arguing, interviewing and empathizing, participating and experiencing, and narrating and exploring interpretations). Once acquainted with the characters and their respective characteristics as researchers, our pupils can undertake learning activities associated with each of them in pursuit of different understandings of religion(s). The RE- searchers approach develops a repertoire of approaches to learning and builds the process of enquiry into the way pupils' progress.

Organisation & Time Allocation

In accordance with the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year
- at Key Stage 1 pupils study Christianity and Judaism or Islam - RE will be taught for at least for 36 hours over the year
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year.

Assessment / Recording & Reporting

The Worcestershire Agreed Syllabus for Religious Education 2020-2025 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of Key Stage learning outcomes as outlined in the syllabus.

Pupils' achievements will be assessed by class teachers after each 'big question' is taught. The children will be assessed against the learning outcomes from both the Worcestershire Agreed Syllabus and the Understanding Christianity resource. Class teachers record whether children are working below, on track or exceeding on INSIGHT.

By the end of key stage one and at the end the end of key stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study. Teachers use the learning outcomes in the Worcestershire Agreed Syllabus to support their assessment of whether pupils are on track to meet end of key stage expectations.

School reports are sent home in the summer term of each year and teachers comment on whether pupils are working below, on track or exceeding their Religious Education outcomes.

Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and share good practice
- attending RE clusters / hub meetings
- providing and sourcing in-service training for staff as necessary
- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- acquiring and organising appropriate resources, managing a budget when necessary

NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL

- monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Strand 7.

The **Headteacher and Governors** must ensure:

- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- appropriate support is in place to ensure the effective provision of RE.

The Right of Withdrawal from Religious Education

At NJK School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

Where parents make a request to withdraw their child(ren) from the teaching of RE, the school will, as a matter of courtesy, ensure that the parents are aware of the following:

- the learning objectives covered in RE so that parents can make an informed decision
- what supervision arrangements will be in place for child(ren).

We would ask any parent considering this to contact the Headteacher to discuss any concerns and anxieties about the policy, provision and practice of RE at our school.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in Agreed Syllabus
- a change in legal position framework for RE

Approval / review by Governing Body:

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Date of next review:

Date:

NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL