

# Bromesberrow St Mary's C of Primary School

## RE Policy

March 2024





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**Name of School: Bromesberrow St Mary's C of E (VA) Primary School**

### Legal Position of Religious Education in school

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

Bromesberrow St Mary's C of E Primary School is a Church of England Voluntary Aided School therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Head Teachers, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022

### The Church of England's Statement of Entitlement

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education 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.*

Full details of this document can be found in Appendix One.

### Religious Education and the School's Christian Vision.

The School's Vision:

#### **Shining Together, We Reach for the Stars.**

All individuals at Bromesberrow St Mary's are encouraged to flourish and 'shine' together; feeling hope for all that lies ahead. As a Church of England school we are inspired by the example of Jesus, described as being 'The Light of the World' because of his messages and actions of love and hope. Through nurturing values like this, including kindness, respect and cooperation, our whole school community (children, staff, governors & parents) aim to shine brightly together, to benefit each other and the whole world. We want everyone in our school to feel valued for the unique talents and skills they have and encourage all to be aspirational with the hope to shine brightly and to 'Reach for the Stars'.

Matthew 5: 14-16

<sup>14</sup> "You are the light of the world. A town built on a hill cannot be hidden. <sup>15</sup> Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. <sup>16</sup> In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."



Building on these themes, RE in this school contributes to the outworking of our vision by being a driver that all children and adults flourish and thrive at Bromesberrow, academically, spiritually, morally and socially with. We work hard to provide our children with the very best learning opportunities, rooted from our vision, within a diverse, engaging and creative curriculum which inspires and encourages us to aspire and be hopeful within our learning and our achievements.

### **Religious Education Intent**

The intent of Religious Education at Bromesberrow St Mary's C or E Primary School is to deliver the highest standards in teaching and learning, in a distinctly Christian environment. We encourage a rich and deep knowledge and understanding of the meaning and importance of faith and practices by promoting our community chosen Christian values; respect, motivation, pride, perseverance, cooperation and kindness, whilst living out our school vision; Shining Together, We Reach for the Stars. We are dedicated to the fulfilment of each individual's potential and will strive to enable all children to grow intellectually, spiritually and morally, into successful and resourceful human beings, with the skills and resilience to adapt to an ever-changing world which is supported through the teaching of Religious Education.

By creating a friendly and happy environment, with an open and engaging approach, we take pride in supporting our children in 'Shining Together, We Reach for the Stars'. We strive for our curriculum to develop our pupils' understanding of cultural diversity of our wider community, modern Britain and the wider world. Our curriculum is set to engage and challenge our children through core concepts and questions, which engage with biblical texts and theological ideas. Through this, our children will have opportunities to understand the role of foundational texts, beliefs, rituals and practices and how they help to form the identity of religions and worldwide views; thinking carefully about how these may change in different times, places and cultures. The intent of our curriculum is to also introduce our children to a range of disciplines including; theology, philosophy and the human and social sciences, which will develop confident religious literacy.

### **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 a Church of England School within Gloucestershire, we follow the Gloucestershire agreed syllabus for the teaching of Religious Education. This is supplemented with the use of resources from Understanding Christianity. To support the teaching of RE within our mixed aged classes, we have carefully designed a two year rolling programme for each class to ensure the children make sense of belief, make connections, and understand the impact faith and belief has on how they, and others live. Our local Church, St Mary's, creates the community links that we celebrate, supporting us to build relationships beyond the doors of the school, supporting the implementation of our curriculum.

Our curriculum encourages children to be religiously literate – 'helping children and young people hold balanced and well-informed conversations about religion and belief'. This is balanced between three disciplines:



1. Theology: this is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
2. Philosophy: this is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.
3. Human/social sciences: this is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

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 SMSC development

### **Organisation & Time Allocation**

RE will be taught either as a discrete subject, during RE days or as part of a cross curricular approach where appropriate.

RE resources are kept in the garden room.

All classes have an RE table/wall/focus area.

In accordance with the structure of Gloucestershire Agreed Syllabus we have agreed that:

In the Foundation Stage pupils 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, Judaism and Islam. RE will be taught for at least for 36 hours over the year. This will be a mixture of discrete RE lessons and RE days.

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. This will be taught in discrete RE lessons and RE days.

Due to being mixed aged classes it may be seen within school that some year groups are being taught more hours of R.E. throughout the year.

### **Assessment/Recording & Reporting**

The Gloucestershire Agreed Syllabus for Religious Education 2017-2022 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.

Bromesberrow St Mary's assess RE using assessment sheets created by RE Lead. (see appendix 2 for example) This provides us with assessment information has been carefully



thought about to support the teaching within a mixed aged classroom.

We use the assessment sheets in appendix 2 to support our discussions during focused assessment time.

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work. An effort grade is also given in Report Cards which go out at the end of the **autumn and summer terms**.

### **Responsibilities for RE in School**

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and share good practice
- 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
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self -evaluation process particularly around Strand 7

The Head Teacher and Governors make sure:

- RE has a high profile within the curriculum
- 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
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- 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

### **The Right of Withdrawal from Religious Education**

At Bromesberrow St Mary's C of E Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education 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 PSHE.



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

### **Managing the Right of Withdrawal**

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA SACRE (VC schools) or diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.





**APPENDIX ONE – Statement of Entitlement**

[https://www.churchofengland.org/sites/default/files/2017-10/re\\_statement\\_of\\_entitlement\\_2016\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-10/re_statement_of_entitlement_2016_0.pdf)





**APPENDIX TWO – Assessment Tools**  
**Proformas for end of unit relating to each strand**  
**RE leader’s overview document for end of year**

<b>Bromesberrow St Mary’s C of E Primary School</b> <b>RE Assessment: Making sense of Belief</b> <i>Please use child’s initials in all boxes</i>			
<b>Class:</b>		<b>Teacher:</b>	
<b>Year Group/s:</b>	<b>Boys:</b>	<b>Girls:</b>	<b>Teacher’s role eg class teacher/PPA/HLTA</b>
<b>Pupil premium children:</b>		<b>SEND children:</b>	
<b>Looked after children:</b>		<b>Disadvantaged children:</b>	
<b>UNIT NAME</b>			
Those pupils are working at age related are:	<b>Secure – Pupils are able to...</b> <i>Copy making sense of belief outcomes in focus</i>		
	<b>‘On Track’ for Age Related Expectations:</b>		
For some their ability to complete outcomes are:	<b>Developing</b> <i>Pupils are not yet able to complete all of the above.</i>	<b>Exceeding</b> <i>Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.</i>	
		<b>Evidence of excellence</b> <i>Give examples of above</i>	
Contextual issues eg variety of teachers/ clashes with violin lessons etc			
Pupils who are of specific concern,			
Class Teacher response and next steps			



RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage 'On track'		Percentage at exceeding	



<b>Bromesberrow St Mary's C of E Primary School</b> <b>RE Assessment: Understanding the Impact</b> <i>Please use child's initials in all boxes</i>			
<b>Class:</b>		<b>Teacher:</b>	
<b>Year Group/s:</b>	<b>Boys:</b>	<b>Girls:</b>	<b>Teacher's role eg class teacher/PPA/HLTA</b>
<b>Pupil premium children:</b>		<b>SEND children:</b>	
<b>Looked after children:</b>		<b>Disadvantaged children:</b>	
<b>UNIT NAME</b>			
Those pupils are working at age related are:	<b>Secure – Pupils are able to...</b> <i>Copy making sense of belief outcomes in focus</i>		
	<b>'On Track' for Age Related Expectations:</b>		
For some their ability to complete outcomes are:	<b>Developing</b> <i>Pupils are not yet able to complete all of the above</i>	<b>Exceeding</b> <i>Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.</i>	
		<b>Evidence of excellence</b> <i>Give examples of above</i>	
Contextual issues eg variety of teachers/ clashes with violin lessons etc			
Pupils who are of specific concern,			
Class Teacher response and next steps			
RE Co-ordinator/ leader response to this data and next steps to inform T&L			



Percentage of developing		Percentage 'On track'		Percentage at excellent	
<b>Bromesberrow St Mary's C of E Primary</b> <b>RE Assessment: Making Connections</b> <i>Please use child's initials in all boxes</i>					
<b>Class:</b>			<b>Teacher:</b>		
<b>Year Group/s:</b>	<b>Boys:</b>	<b>Girls:</b>	<b>Teacher's role eg class teacher/PPA/HLTA</b>		
<b>Pupil premium children:</b>			<b>SEND children:</b>		
<b>Looked after children:</b>			<b>Disadvantaged children:</b>		
<b>UNIT NAME</b>					
Those pupils are working at age related are:	<b>Secure – Pupils are able to... Copy making sense of belief outcomes in focus</b>				
	<b>'On Track' for Age Related Expectations:</b>				
For some their ability to complete outcomes are:	<b>Developing</b> <b>Pupils are not yet able to complete all of the above</b>		<b>Exceeding</b> <b>Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.</b>		
			<b>Evidence of excellence</b> <b>Give examples of above</b>		
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					



Percentage of developing		Percentage 'On track'		Percentage exceeding	
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<b>RE Subject Leader End of Year Summary</b>			
<b>Class</b>	<b>% on track</b>	<b>% developing</b>	<b>% exceeding</b>
<b>Making sense of Belief</b>			
<b>Understanding Impact</b>			
<b>Making Connections</b>			
<b>OVERALL</b>			
<b>Vulnerable group 1</b> <small>(bespoke to schools' context)</small>			
<b>Comments:</b>			
<b>Vulnerable Group 2</b>			
<b>Comments</b>			
<b>Vulnerable Group 3</b>			
<b>Comments</b>			
<b>Pupil Voice Quotes on RE</b>			
<b>Examples of excellence</b>			



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**To be read in conjunction with school development plan, SEF and action plan for RE**



Class 1 RE Assessment. <b>Making connections, understand the impact, make sense of belief.</b> Learning focus: <b>What times/stories are special and why?</b>	Term: Spring 1
<b><u>Learning outcomes:</u></b> Preschool: <ul style="list-style-type: none"> <li>- Listen to a story or text that is special to other people</li> <li>- Get a story that is special to them.</li> <li>- <b>With adult support talk about how why things are special.</b></li> </ul> Reception: <ul style="list-style-type: none"> <li>- Begin to join in conversations about some religious stories.</li> <li>- Begin to recognise some religious words e.g. about God</li> <li>- With support, identify a special text e.g. Bible, Torah.</li> <li>- <b>With adult support, talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</b></li> <li>- <b>With support, identify some of their own feelings in the stories they hear.</b></li> </ul> Year 1: <ul style="list-style-type: none"> <li>- Talk about some religious stories.</li> <li>- Recognise some religious words e.g. about God</li> <li>- Identify a special text e.g. Bible, Torah.</li> <li>- <b>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</b></li> <li>- <b>Identify some of their own feelings in the stories they hear.</b></li> <li>- <b>Read and share books in their own time, on own or with friends.</b></li> </ul>	
<b><u>Vocabulary:</u></b> <u>Preschool:</u> story, special, share, Bible, God <u>Reception:</u> Story, special, share, Bible, God, religious, Torah, friends, thank you, good, right, wrong, feelings, emotions, same, different, Jewish, Muslim, Hindu, Rita and Sita, creation, Prophet Muhammad, power, Jesus, Old Testament, New Testament. <u>Year 1:</u> Story, special, share, Bible, God, religious, Torah, friends, thank you, good, right, wrong, feelings, emotions, same, different, Jewish, Muslim, Hindu, Rita and Sita, creation, Prophet Muhammad, power, Jesus, Old Testament, New Testament, similar	
<b><u>Children Working At Expected:</u></b>  	
<b><u>Children Working Towards Expected:</u></b>  	
<b><u>Children Working at Greater Depth:</u></b>  	