



RE Policy

The Diocese of Chelmsford Vine Schools Trust



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At Bulphan we celebrate the uniqueness of every child of God in our Christian community and encourage them to flourish and shine in all they do preparing them for life's journey.

'God's word is a lamp to guide our feet and a light for our path'

Inspired by Psalm 119:105

Bulphan C of E Academy is a church school and all work is underpinned by our school Christian values; love, wisdom, friendship, respect and perseverance.

Aims

Bulphan C E Academy is part of the Vine Trust Academy. As such the knowledge and understanding of Christianity will always remain central to the ethos and teachings of the school, with religious education contributing to the school's Christian character. The Governors, senior leaders, staff and parents developed the school's vision and values. They agreed this vision and its five core Christian values with a specific aim to further develop and strengthen the distinctive Christian character of the school. We did this in the light of the publication of the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' which was published in July 2016. Our vision and values are absolutely embedded in our RE curriculum. It is planned for directly and can be found in discrete pieces of the organizational and strategic structures such as monitoring, evaluating, standards of teaching and learning but is also very much an intrinsic, immeasurable part of what makes our school, our school.

The aims of religious education are to enable pupils to:

- Know about and understand Christianity as a living faith that influences the lives of people world-wide and as the religion that has most shaped British Culture and heritage.
- Develop knowledge and understanding of Christian beliefs and practices so they understand the importance of the Bible; the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Know about and understand other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Show a well-informed, balanced and respectful attitude to religions and world views
- Engage in meaningful and well-informed dialogue with those of other faiths and none

- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions, exploring and enriching their own beliefs and values.

Teaching and learning

- RE stands as an academic subject in line with other such subjects within the school and is treated as such. It is taught in accordance with the school's teaching and learning policies. We use a number of strategies to enable us to cover all styles of learning.

These include:

- Exploiting cross-curricular links wherever possible, which is made clear on RE planning.
 - Links are made with creative arts such as drama, music, art and English.
 - A mix of whole-class, group and individual approaches
 - Mixed ability grouping where appropriate
- There will be clear learning outcomes for all units of work. For Christianity, these will be taken from the 'learning outcomes' in the Understanding Christianity resource.
 - Elements of the RE syllabus may be re-enforced through Collective Worship within the school,
 - Wherever possible, we use first-hand experience as a stimulus for learning. We encourage children to question the stories to deepen their own understanding of the concept being studied. We encourage children to form opinions through discussion and debate.
 - When planning and delivering the curriculum, reference is made to ensure that the health and safety and special needs policies are adhered to as well as the equality vision statement.
 - The school has good links with St Mary's Church, where visits for worship and learning are carefully planned to ensure that all children have a quality experience. Outside visitors also contribute to the RE curriculum.
 - Whole-school 'RE events or week' (e.g. values day) raise the profile of Religious Education further still, allowing for opportunities to pursue focused cross-curricular links and embed Religious Education in the life, values and ethos of the school.

RE curriculum planning

RE at Bulphan C of E Academy is taught in line with the Thurrock agreed syllabus and our Christian values. The 'Understanding Christianity' scheme is used to enhance our provision. Within allocated RE time, the balance to Christianity should be 70% and to other faiths 30%. If appropriate, the non-Christian faiths should be drawn on when

studying the Christian units to develop and deepen understanding. Each unit of work is 'concept' led, making reference to children's own experiences and thoughts.

RE is taught weekly following the RE curriculum map. This is provided by the RE subject leader. Individual teachers are responsible for medium and short term planning of each unit of work to suit the individual needs of the class.

Early Years Foundation Stage

RE in EYFS is covered through the teaching of discrete units of work derived from the Thurrock agreed syllabus and aligned to aspects of the 'People and Communities and 'The World' strands of the seventeen areas of development. The teaching of Christianity in EYFS is supported by the 'Understanding Christianity' resource. Where possible, links are made between RE and other areas of learning as children work towards the Early Learning Goals. Opportunities to explore RE are present in the continuous provision provided to children in EYFS.

The contribution of RE to teaching in other areas of the curriculum

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Examining and exploring religions and beliefs, through the distinct knowledge, understanding and skills contained in RE, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution promoting community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of these four levels.

The school community

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located

RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community

A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community

RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive academy ethos that champions democratic values and human rights.

Entitlement and Inclusion - EAL, SEN, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem. We enable pupils to have access to the full range of activities involved in learning RE. Where children would participate in activities outside the school, for example, trips to the Cathedral, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Teachers assess children's work in RE by making informal judgements as they observe them during lessons. At the end of each unit of work, teachers use the learning outcomes (for Christianity) and the learning ladders (for other faiths) to assess the children's progress. The outcomes are RAG rated and used to make a summary judgement of each child's progress which is recorded on Pupil Asset. This data is then analysed by the RE lead and progress for individual, and groups of, children is monitored. Children's attainment in RE is reported to parents termly and their progress commented upon annually.

Resources

A range of resources are available to enrich the RE curriculum, including artefacts, RE Centre booklets, DVDs and poster booklets. Resources are audited against the long-term curriculum plan each year and ordered by the Subject Leader. A budget will always be assigned to the development of RE.

Role of the RE Subject Leader

- To ensure that the RE policy is implemented and to keep up to date with reviews.
- To have oversight of the RE curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To maintain and build priorities set by the school.
- To develop links with the Church and Diocese.
- To coach, mentor and support teachers in developing their strengths in teaching RE including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

Monitoring and review

Individual teachers are responsible for the standard of children's work and for the quality of teaching in RE. However, this is supported and monitored by the RE lead through coaching, observations and looking at children's work. It is the responsibility of the subject leader to support colleagues in the teaching of RE; be informed about current developments in the subject and provide a strategic lead and direction for the subject in the school. S/he ensures that the quality of teaching, learning and assessment, leads to an improvement in the performance of learners across the school. RE data (assessed half termly) will also be analysed to evaluate the effectiveness of attainment, progress and how well gaps are narrowing for difference groups of learners. Pupil achievement in RE should be equal or better than comparable subjects. The RE subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

Parental right of withdrawal

Bulphan Church of England Academy is an inclusive community but recognises 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 occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history.

We would ask any parent considering this to contact the Head of School to discuss any concerns or anxieties about the policy, provision and practice of religious education.