



Wilburton C of E Primary School
Policy for Religious Education
November 2022

Vision for RE

Religious Education at Wilburton Primary forms an important part of our pupils' education. It makes a unique contribution to the spiritual, moral, social and cultural development of our pupils, contributes to a deepened understanding of our school values and supports wider community cohesion.

Intent

Religious Education at Wilburton C of E Primary School is based on the Cambridgeshire Agreed Syllabus for RE (2018) and the Church of England's 'Statement of Entitlement for RE' (2019). Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum.

It is our intent that pupils will leave Wilburton C of E Primary School:

- To know about a number of religions and worldviews: be able to name specific acts of worship, celebrations and stories linked to each.
- To engage, enquire, reflect and respond thoughtfully to a variety of beliefs and religion: their nature, significance and impact.

RE is concerned with "learning about religion" and "learning from religion" and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child's family is respected at all times.

Implementation of teaching and learning of RE

Two statutory attainment targets drive the teaching of RE and are important as RE must be relevant to the children's own personal development and awareness.

AT1 – Learning about Religion and Belief.

(Enquiring into, investigating and understanding religions and beliefs.)

AT2 – Learning from Religion and Belief.

(Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied)

The 2018 syllabus recommends an 'enquiry' method when planning and teaching units of work. The school has adopted 'Understanding Christianity' materials as an approach to deliver the Christian elements of the syllabus, as it encompasses the enquiry approach. Each unit begins with

a 'Big Question', the children then explore texts, make connections with their own lives and explore how the text impacts the lives of Christians and the Christian community. A similar enquiry model is used when studying the other major faiths using the resources from the Emmanuel Project. The teaching of Religious Education lends itself to a variety of teaching styles, all of which should be employed as and when appropriate. Pupils could be taught as individuals, as part of a small group, or as part of a whole class. A variety of teaching approaches can be used including discussions, debates, music, writing, drama and visual arts.

Children's work is recorded in RE journals which show the journey in answering a Big Question. These books are a record of learning and also reflection. In EYFS, this may take the form of a class journal where all the children's responses are collated.

RE is currently taught as a discrete subject but may form part of a topic. At least 50% of the RE curriculum is focused on Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. Therefore, RE forms no less than 5% of curriculum time, in line with the 'Statement of Entitlement' from the Church of England Education Office.

The following table shows the curriculum coverage of RE across the school.

Year Groups	Religions to be studied
EYFS	Christianity and Judaism *
Years 1 & 2	Christianity, Judaism and Islam
Year 3 & 4	Christianity, Judaism, Hinduism, Islam, Sikhism
Year 5 & 6	Christianity, Hinduism, Buddhism, Islam and Humanism.

*Pupils in the EYFS are not governed by the Locally Agreed Syllabus, and will follow the EYFS framework but be taught using the Understanding Christianity materials. The RE syllabus supports the key areas of learning in the EYFS curriculum.

Equality and Inclusion

The teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities, regardless of their religious beliefs, gender, race, ability, social background or physical capacity. Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials and experiences, in order to reflect the cultural diversities of Britain.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the local authority agreed syllabus.

Resources

Understanding Christianity can be accessed online at www.understandingchristianity.org.uk. A folder containing the same resources is stored in the staffroom.

The Emmanuel Project can be accessed in a digital format only, on Google Drive. This resource is used for teaching other world religions and worldviews.

Teachers need to inform the Subject Lead of any resources required to teach the subject. A full list of web-based resources can be found in Appendix A.

Right to Withdraw

RE does not seek to instill religious beliefs on children or staff, or to compromise the integrity of their own beliefs by promoting one religion over another. We hope that all parents/carers and teachers will feel comfortable with the RE being taught at Wilburton and we encourage the participation of all. It is our hope that no parents will want to withdraw their child(ren) from RE. However in accordance with S.71 School Standards and Framework Act (SSFA), a parent of a child may request:

- That the pupil be wholly or partly excused from receiving RE given in accordance with the school's basic curriculum.
- That a pupil who is wholly or partly excused from receiving RE provided by the school may in certain circumstances receive RE of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session. (s.71 [3] [b] SSFA)
- That a pupil who is wholly or partly excused from receiving RE provided by the school, may receive RE of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

This right is rarely exercised and requests are sometimes due to parental misunderstanding about the nature of the work. It is the school's responsibility to supervise any pupil who is withdrawn from RE.

The school's procedure for such requests is that the parents should make an appointment with or write to the Head Teacher.

Teachers, including the Head Teacher, similarly have the right to withdraw from teaching RE. The nature of RE today should make it unnecessary for any teacher to withdraw on the grounds of conscience. However if a colleague feels unable, because of their own religious beliefs, to carry out their professional responsibilities with regard to RE, they should discuss this with the Head Teacher, or in the Head Teacher's case, the governing body.

School and Community Links

Wilburton C of E Primary School has established links with St Peter's Church and Wilburton Baptist Church who can contribute to the success of the RE programme. Fieldwork has become an important part of the RE curriculum and pupils visit the local church and other places as part of their study, including Ely Cathedral.

Assessment, Recording and Reporting

RE is assessed against the end of each year statements provided by the 2018 Cambridgeshire syllabus.

RE levels are reported to parents, the RE Leader and the LA.

Review and Monitoring

The RE leader reviews standards and progress in RE. This is done in a variety of ways, which may include sampling pupils' work, monitoring teacher planning and evaluation of units of work, lesson observations and pupil interviews. The purpose of monitoring is to ensure consistency throughout the school in the provision, teaching and resourcing of RE, and to provide additional support and guidance where needed.

RE and Collective Worship

RE is a core subject. Its aims and objectives are different from those that apply to collective worship. There may be some links in content between the two (e.g. when a religious story is told) but collective worship is not part of the teaching day, and cannot be used to deliver the RE curriculum since it has a different purpose.

There may be times when RE and Collective Worship support each other (e.g. festivals such as Christmas and Easter) but they cannot be substituted for one another.

Role of the RE leader

- To ensure continuity and progression of the teaching and learning of RE across the school.
- To monitor the policy and scheme of work and if necessary make changes.
- To support staff to deliver the RE curriculum effectively.
- To show by example good RE practice.
- To work with the Head Teacher to ensure the RE Curriculum is delivered effectively.

Appendix A

The websites listed below offer schools and teachers information and resources that should be used to help inform and influence planning only.

Generic Resources

<http://www.bbc.co.uk/religion/religions/>

<http://www.reonline.org.uk/>

<http://www.natre.org.uk/>

<http://www.retoday.org.uk/>

<http://www.shapworkingparty.org.uk/calendar.html>

<https://www.tes.com/teaching-resources>

<https://www.religiouseducationcouncil.org.uk/>

<http://www.woolf.cam.ac.uk/>

<https://interfaith.org.uk/>

<https://www.twinkl.co.uk/>

Buddhism

<http://www.bbc.co.uk/religion/religions/buddhism/>
<http://www.thebuddhistsociety.org/>
<http://kadampa.org/reference> (website with information on Kadampa Buddhism)

Christianity

<http://www.bbc.co.uk/schools/religion/christianity/>
<http://www.understandingchristianity.org.uk/>
<https://www.christianaid.org.uk/schools>
<https://cafod.org.uk/Education/Education-resources>
<https://www.quaker.org.uk/children-and-young-people/teachers>
<https://www.salvationarmy.org.uk/schools-and-colleges>
<http://www.barnabasinchurches.org.uk/ideas/>

Hinduism

<http://www.bbc.co.uk/religion/religions/hinduism/>
The Agreed Syllabus for Religious Education 2018-2023
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<http://www.hinducounciluk.org/>

Humanism

<https://humanism.org.uk/>
<http://www.ugandahumanistschoolstrust.org/>

Islam

<http://www.bbc.co.uk/religion/religions/islam/>
<http://www.discoverislam.co.uk/>
<http://www.1001inventions.com/> (link to a website that showcases famous Muslim inventions, scientists and inventors)

Judaism

<http://www.bbc.co.uk/religion/religions/judaism/>
<https://www.myjewishlearning.com/>
<https://www.chabad.org/kids> (website with clips and games)
<https://teachersportal.org.uk/schools/> (link to the teachers' portal for the Jewish museum in London)

Sikhism

<http://www.bbc.co.uk/religion/religions/sikhism/>
<http://sikhcounciluk.org/>
<http://www.sikheducationsservice.co.uk>
<https://www.basicsofsikhi.com/resources/>