



Benedict Biscop CE Academy

RE POLICY

Review Date:	Autumn 2021
Next Review Due:	Autumn 2023
Person in Charge:	RE Leader
Governance:	Chair of Governors

Other policies that link and should be read in conjunction with this policy:

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- Display Policy
- Presentation Policy
- Personal Development
- Collective Worship
- SMSC Policy
- Educational Visits Policy

Legal Requirements

- The provision of religious education is governed by both the 1944 and 1988 Education Acts and the Academy Funding Agreement 2012, Deed of Variation 2016, replacing the School Trust Deed. It is a legal requirement that Religious Education must be provided for all pupils.

Right of Withdrawal

- The Governors of Benedict Biscop CE Academy recognise the parents' legal right to withdraw their child/children from Religious Education lessons and this provision is included in the School Prospectus. However, in choosing to send their child / children to Church of England Academy, the Governors hope that the parents are thereby committing themselves and their child/children to participate in those activities which reflect the school's Christian ethos.

Introduction

The curriculum at Benedict Biscop CE Academy is based on Christian values, taught both explicitly and implicitly throughout the day and made real in our everyday lives.

The curriculum at Benedict Biscop CE Academy is organised throughout the school around areas of learning linked to the Early Years Foundation Stage plus Religious Education.

- The Arts [Art, Dance, Drama, Music,]
- English/Communication and Language
- Mathematics/ Mathematical Development
- STEM [Science, Technology/Computing, Engineering, Mathematics]
- Humanities/Knowledge and Understanding [Geography and History]
- Personal Development [PD]
- Physical Development [PE]

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles set out in the convention. Article 28 states: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Other articles pertinent to policies relevant to teaching and learning across school are:

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 : You have the right to give your opinion, and for adults to listen and take it seriously.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Article 31: You have the right to play and rest.

In the academic year 2019, the curriculum has been reviewed in line with the new Diocesan changes.

Computing - this is used where relevant to support the teaching of RE.

Computing is not seen as a separate area of the curriculum, but as a tool for accessing learning across every area of the curriculum and the specific skills of Computing will be taught through all other curriculum areas. Key skills

Computing deals with the application of Computing to specific purposes. It is not just about using software packages or using operating systems, neither is it concerned only with keyboarding skills and student's ability to copy-type or follow instructions. Rather, key skills Computing is about how students use their knowledge about Computing to find, develop and present information, whether it is text, image or numbers, or all of these in an integrated task.

Computing includes the ability to use a range of information sources and tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.

Computing teaching offers opportunities for children to:

- develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it;
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work;
- develop their ability to apply their IT capability and IT to support their use of language and communication, and their learning in other areas;
- explore their attitudes towards IT, its value for themselves, others and society, and their awareness of its advantages and limitations.
- Specific to Knowledge and Understanding, children should understand how IT can be used to communicate and handle information, control and monitor events, and model real and imaginary situations.
- New technologies are purchased by school and used to develop the skills of children with Special Education Needs and Disabilities. School acts on advice of outside Agencies and other Professionals when purchasing new programs for this group of individuals.

Religious Education

RE is an integral part of the school curriculum and takes as its basic material, people's deepest concerns, values and convictions. It has three areas of study:

1. **Learning about Religion** - This is concerned with pupils gaining a knowledge and understanding of a range of religious beliefs and practices from around the world, including similarities and differences within religions.
2. **Learning from Religion** - This is concerned with pupils being able to reflect on what they have learnt about religions and to apply what they have learned to their own development in terms of their own beliefs and values.
3. **Learning from Experience** - This is concerned with helping pupils raise ultimate questions and reflect on experiences, particularly those feelings of awe, wonder and mystery, the kind which encourage pupils to ask questions about the meaning and purpose of life.

Aims

Our aims for religious education are to:

- enable pupils to develop knowledge and understanding of religion and faith – see Diocese of Durham Religious Education Syllabus
- Allow pupils to explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.
- further pupils' personal growth and development through the study of beliefs and values of Christianity and other faiths

- contribute towards pupils' experiences of Christianity as a living faith.

The essential characteristics of learners receiving Religious Education at Benedict Biscop CE Academy are:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Teaching and Learning The Importance of Religious Education

- Religious Education develops pupils' knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Great Britain. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and their influence on individuals, societies, communities and cultures.

RE encourages pupils to consider questions of meaning and purpose in life. Pupils learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious, moral and social issues. In accordance with British values, RE promotes 'mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.' Pupils develop their sense of identity and belonging, preparing them for life as citizens in an increasingly complex society.

Through the use of distinctive language, listening and empathy, RE develops pupils' skills of enquiry and response. RE encourages pupils to reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses. It also aims to teach them that what we say and believe has an impact on the way we act. It encourages pupils to demonstrate their faith in order to benefit society. Just as the Bible says, "faith by itself, if it is not accompanied by action, is dead." James:2:17

In addition, as a Church School it is important that the teaching of Religious Education is part of a demonstration of the Christian values which are central to the life of Benedict Biscop Academy.

RE is not the same as collective worship, which has its own place within school life.

Religious education is a foundation subject in the National Curriculum. As a Church of England Academy the syllabus sets out the fundamental knowledge, skills and understanding and breadth of study. The curriculum is split up into units which are then split into year groups. Each year group covers different units so that throughout the school life children will not repeat a unit but instead will build upon prior knowledge and questions in order to develop further spiritually.

There are two attainment targets, which underpin the Diocesan Syllabus:

Attainment Target 1 - Learning about Religion, which includes the ability to:

- identify, name, describe and give accounts, in order to build up a coherent picture of each religion; • explain the meaning of religious language, stories and symbolism;
- explain similarities and differences between and within religions.

Attainment Target 2 -Learning from Religion, which includes the ability to:

- give an informed and considered response to religious and moral issues;
- reflect on what might be learnt from religion in the light of one’s own beliefs and experience;
- identify and respond to questions of meaning within religion.

The Religious Education Curriculum is organised into a scheme of work based on the Durham Diocesan Syllabus for Religious Education in Church of England schools and wherein:

- a seven-year programme ensures full coverage of the Diocesan Syllabus
- Religious Education is studied in all terms
- approximately 1.25 hours per week are spent on Religious Education [the school time is actually more than this due to the curricular approach]

The curriculum also embeds the knowledge delivered through the Understanding Christianity resource, developed by the Church of England, which teaches the Christian faith through 8 key concepts, which are revisited throughout the children’s time in school – deepening their understanding and developing their theological literacy. The key concepts covered are listed below (taken from Understanding Christianity):

God	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.
Creation	The universe and human life are God’s good creation. Humans are made in the image of God.
Fall	Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called ‘the Fall’. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are ‘fallen’ and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
People of God	The Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, ¹ who tried to persuade people to stick with God. The plan appears to end in failure, with the people of God exiled and then returning, awaiting a ‘messiah’ — a rescuer.
Incarnation	The New Testament presents Jesus as the answer — the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans

Gospel	Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.
Salvation	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
Kingdom of God	The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

Time Allocation

Throughout the school year we aim to seek a balance between all subject areas. Religious Education will be taught using a thematic approach (when possible) providing flexibility for short and long projects at a relevant time for the children to build onto all their learning. Teachers will use their professional judgement in deciding the best use of time. All teachers teach RE.

Strategies For The Teaching Of Religious Education Teaching and Learning Style:

In planning to meet the needs of each individual we will:

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss their learning taking an active part
- Ensure children are given opportunities to develop the knowledge and key skills identified in the National Curriculum
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked.
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use the full range of differentiation strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.
- Monitor progress against targets and share the information with the learner.
- Seek to overcome potential barriers to effective inclusion.
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning.

As it is important for the pupils to have as direct an experience as possible activities could include:

- visits to places of worship

- meeting religious people
- handling religious artefacts
- the use of visual resources
- the use of stories (both secular and religious)
- time for reflection/discussion
- co-operative group work, pair work, individual work and whole class teaching where appropriate. Groups are organised in mixed/matched ability according to the activity.

Curriculum Planning For Religious Education

This is a process in which all teachers are involved, wherein:

- the foundation for curriculum planning is the Diocese Syllabus. This is closely cross-referenced to other curriculum areas and used with the Curriculum Entitlement Grid, which has been developed through a process of collaboration between staff, and approved by governors
- topic plans are drawn up by staff working groups and are carefully balanced to ensure full coverage of the National Curriculum

We carry out the curriculum planning in Religious Education in three phases: long-term, medium-term and short-term.

Long-term plans map out the themes covered in each term during the key stage. The curriculum leader for Religious Education will liaise with all curriculum leaders to ensure that learning builds upon learning.

Medium -term plans, provide:

- a mapping overview of content [which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.
- key skill development to ensure children progress at a level according to their ability. They identify learning objectives and outcomes for each theme.

Short term /Weekly plans are provided by the subject leader and adapted by teaching staff for each lesson, to best meet the needs of their learners. These include:

- the specific learning objectives for each lesson and detail how the lessons are to be taught.
- success criteria which are shared with the children to ensure children understand their next steps to learning.
- activities to engage the children and to lead their development through active participation.

We plan the activities in Religious Education so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded on the intranet and is accessible by all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Termly scrutinies of planning and work are carried out by all staff with feedback given to ensure children access the full curriculum.

We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners with disabilities
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs
- Girls and Boys
- Learners from different faiths

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- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are “Looked After” in public care
- Learners who are ‘disadvantaged and others.’

Foundation Stage

We teach Religious Education to children in Foundation Stage as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Religious Education aspects of the children’s work to the objectives set out in the Early Years Curriculum which underpin the curriculum planning for children aged three to five. Religious Education makes a significant contribution to the Early Years Outcomes of developing a child’s knowledge and understanding of the world and to develop personal qualities. Part of the Religious Education taught includes learning Christian songs which helps the children to remember stories and leads them into joining the KS1 and KS2 worships.

Spiritual, moral, social and cultural development

Learning through Religious Education plays a significant contribution to the children’s spiritual development. We also provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today, based on British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Resources

Central resources in Religious Education are stored in the Resource cupboard and are the responsibility of the Religious Education Subject Leader.

They include:

- a collection of Christian artefacts
- a collection of Jewish artefacts
- a collection of Hindu artefacts
- photographs/posters/ephemera
- video resources
- photocopiable resource books
- teacher’s resource books
- children’s resource books and Bibles
- new chatter boxes and resource bags linked to the EYFS RE curriculum

External resources in Religious Education include:

- visits to buildings and sites, museums and use of the locality
- outside agencies bringing their own expertise i.e. visiting clergy, people in the community with special knowledge of other faiths/places of worship and people in the community willing to share experience of life e.g. parents/grandparents/other adults
- visiting theatre companies
- artefact boxes loaned from st Cuthbert’s House/Church House/Sunderland Churches/LA/Museums
- artefact collections after requests to parents/grandparents/relatives.
- Internet

Assessment

A variety of assessment takes place to monitor the progress of our children with regards to Religious Education. We carry out both formative and summative assessment:

Formative assessment

We follow the principles of Assessment for Learning in all of our Religious Education teaching and learning. This involves identifying a child’s progress in each attainment target, determining what each child has learned and

identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Formative assessment is an integral part of all Religious Education based sessions. Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria
- Quality questioning
- Self assessment and peer assessment against learning intentions and success criteria
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved
- Individual class floor books for each year group containing post-it notes, questions and answers, writing and photos.

Summative Assessment

Assessment in RE is non-statutory. This was reviewed in school during 2016 with the changes to assessment without levels. The assessment without levels has been adapted from the previous end-of-stage statements and the eight level descriptor scale. In deciding a pupil's attainment at the end of the key stage, teachers judge which description best fits the pupil's performance.

Assessment is carried out on an annual basis at the end of a specified unit of work.

This is carried out to establish the progress that children have made and an analysis is carried out on all the data collected to identify the next steps in a child's learning.

Inclusion

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in RE and will actively seek to remove barriers to learning and participation. Romans: 15:7 "therefore welcome one another, as Christ has welcomed you. For the glory of God."

The teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations (set out in the SENd Code of Practice (2014)) to ensure that we take the experiences and needs of all our children into account when planning for learning.

Teaching Religious Education to Children with Special Needs

At our school we teach creative development to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs through differentiated activities. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to Religious Education.

We enable pupils to have access to the full range of activities involved in Religious Education. Where children are to participate in activities outside the classroom, for example, an educational visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Role of the Curriculum Leader/Subject Leader The role

of all subject leaders will consist of:

- Lead curriculum development in the area throughout the school
- Plan progressive curriculum throughout the school linked to identified themes ensuring that key skills are developed
- Monitor progress through curriculum area and ensure this is tracked on a termly basis
- Develop annual Curriculum action plan which feeds directly into the School Improvement Plan
- Review the policy and scheme of work which will inform action plan
- Carry out an audit of resources annually which will inform action plan
- Organise, maintain, order resources using the allocated annual budget available.
- Ensure children's work is recorded and moderated across the school in the curriculum area.
- Lead professional development across school in response to need
- Provide support and advice to colleagues
- Keep up to date with developments in curriculum area and feed information into Senior Leadership Team
- Link with relevant School Governor and ensure they are informed of curriculum developments on termly basis.

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing RE so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

The subject leader will encourage everyone to use their gifts and talents, both pupils and staff, in order to develop and grow as a school. This will recognise that every individual is unique and vital to the school as a whole. As the Bible says, "All the different parts of the body fit together, and the whole body is held together by every joint with which it is provided. So when each separate part works as it should, the whole body grows and builds itself up through love." Ephesians:4:16.

Monitoring and Review The subject leader is responsible for monitoring planning, the standard of children's work and the quality of teaching. subject leader carries out planning and work scrutinies. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables the subject leader to monitor progress within RE. The subject leader supports colleagues in the teaching of RE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. The subject leader is also responsible for devising an annual action plan [Autumn term] and evaluating this on a termly basis, evaluating strengths and weaknesses in the curriculum area and indicating areas for further improvement. The subject leader is responsible for providing an annual overview to the Raising Achievement committee of the Local Governing Body and a termly review to discuss current developments in their subject. Key questions are discussed during these meetings.

Through monitoring and evaluating our practice, constantly reviewing what we do, we will address the following key questions, as identified in our inclusion Policy:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential?
- Are our actions effective?
- Is the curriculum promoting outstanding learning?

Leadership

The senior leadership team and subject leader will maintain a clear view of the purpose of curriculum development in RE and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in leadership and management considerations can ensure that all staff understand the requirements and that individual talents are put to full use. All staff have a responsibility in maintaining a positive approach to teaching, maintaining high moral stance, clear vision. Effective interaction and collaboration calls for active participation from all.

Health And Safety

The teacher will be responsible for planned activities within RE that are appropriately risks assessed to comply with health and safety requirements. They are also responsible the health and safety of themselves, classroom assistants, visitors and pupils within their class.

Signed**Signed****Chair of Local Governing Body****Headteacher**