



Crazies Hill Church of England Primary School has a Christian foundation and our vision and values are based on this.

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Version	Date Reviewed	Changes	Date Approved
1	Autumn 2015		17/03/2015
2	Autumn 2018		05/11/2018
3.	Autumn 2019	Changed format to match diocese recommendation. Related policy to the school's vision and values	November 2019
4.	Autumn 2022	Review carried out	Autumn 22
5.	Autumn 2023	Policy reviewed and updated in line with new Statement of Entitlement	Autumn 25

Vision:

‘A tree is known by its fruit; people by their actions’ (based on Matthew 7 verse 20)

Our vision is that our ‘fruit’ will be children and adults who have the resilience to weather life’s ups and downs, respect for themselves, others and their environment and the ability to build and maintain good working relationships with all in their community so that they can ‘be the best that they can be’.

Values:

Relationships

Resilience

Respect

Guided by our values of relationships, resilience and respect we provide a nurturing environment with academic excellence at its heart and develop caring, resilient members of society with strong values enabling them to thrive in modern British society.

Introduction

In Crazies Hill CE Primary School, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

Each of our school values can be seen through the teaching of R.E.

- ✚ The children become more **resilient** as they follow the enquiry-based approach which is embedded throughout The Discovery Scheme. The children experience mindfulness practices which aim to build self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development. The children are not expected to passively accept, but rather to use evaluation and critical thinking, to consider different belief positions they encounter.
- ✚ The children build **relationships** by understanding how children from other faiths feel when celebrating with their families and hearing their views on their religious observance
- ✚ **Respect** is cultivated through RE as this subject engenders knowledge and understanding which can lead to tolerance and respect for others and their beliefs. Discovery RE contributes significantly to the British Values agenda we promote in our school.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (see paragraph below). As a voluntary controlled school, RE is therefore taught in accordance with the **Locally Agreed Syllabus** <https://wokingham.moderngov.co.uk/documents/s23390/Berkshire%20Syllabus%202018-2023.pdf>

while also reflecting the requirements of *the Statement of Entitlement* for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48

(SIAMS) inspection will evaluate the way that RE contributes to the Christian character of the school and the teaching of RE will reflect this requirement.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To enable children to explore their own religious, spiritual and philosophical ways of living, believing and thinking.
- To support the school's Christian Vision and Values

Curriculum and Time Allocation

The RE curriculum at Crazies Hill CE Primary School, **The Discovery Scheme**, follows the Locally Agreed Syllabus. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus; e.g. Judaism in KS1, Hinduism & Sikhism/Islam in KS2.

Belonging

Key Stage 1

- Are religious celebrations important to people?
- Are symbols better than words at expressing religious beliefs?
- Does it feel special to belong to a community?

Key Stage 2

- Does participating in worship help people to feel closer to God or their faith community?
- What do rites of passage tell us about people's beliefs?
- Can the arts help communicate religious beliefs

Believing

Key Stage 1

- Is God important to everyone?
- Does the world belong to God?
- What can I learn from stories from religious traditions?

Key Stage 2

- Do religious people lead better lives?
- Do sacred texts have to be 'true' to help people understand their religion?
- Should religious people be sad when someone dies?

Behaving

Key Stage 1

- Should people follow religious leaders and teachings?
- Should people take care of the world?

Key Stage 2

- Is religion the most important influence and inspiration in everyone's life?
- Do all religious beliefs influence people to behave well towards others?
- Does living out parents' religious beliefs/ traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?
- Is it possible to hold religious beliefs without trying to make the world a better place?

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons. The time dedicated to RE is separate from the time given to Collective Worship. In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning

RE is taught using an enquiry-based approach that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background.

In accordance with the 2010 Equality act, The Church of England's *Valuing All God's Children document* and the school's Equal opportunities and racial equality policy, Crazies Hill Primary School has an inclusive school vision for Religious education. Children are taught in safe and welcoming environment where the beliefs of all faiths and lifestyles are presented in a positive manner.

As laid out in the Children and Families Act and the school's SEND the school will ensure that children and young people who have SEND are supported to access religious education lessons so that they are enabled to have fulfilling lives as members of their community

Assessment

Assessment procedures will follow those of the Agreed Syllabus. This is done through The Discovery end of unit assessment procedures. This allows tracking of those reaching end of unit expectations and gives progression to the subject. Students will engage in a variety of activities which will also

enable teachers to assess what they have learnt. Records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors (including the RE Governor) will ensure that adequate monitoring takes place and that the impact of such activity is assessed. RE monitoring is planned into the yearly monitoring programme.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (eg The Discovery Programme, Bibles, visits and visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

Policy Review

This policy should be reviewed regularly in line with schools' procedures. A biennial review is recommended if possible, but review must be done within a 3-year period in line with the school's procedure.

Date: Sep 2022

Updated: Dec 2023

Policy to be reviewed: September 2024

Signed _____  _____ (Head of School)

Approved _____  _____ (Chair of Governors)