



*'Learning and growing together in Christian friendship'*

## **St Benedict Biscop Religious Education Policy**

### **Rationale**

St Benedict Biscop is committed to giving children the opportunity to learn and develop in a caring Christian community. We aim to provide a stimulating learning environment in which children are respected and encouraged to fulfil their potential. Our motto is; *'Learning and growing together in Christian friendship,'* rooted in the bible "Encourage one another and build each other up" 1 Thessalonians 5:11. Religious Education is integral to our purpose of creating a God-centred school.

The Education Reform Act (1988) places RE as a core part of the basic curriculum: a statutory subject, which is the entitlement of all pupils. As a Church of England VC (Voluntary Controlled) school and an academy our RE provision is based on the model curriculum issued by the Lichfield Diocese 2017, as opposed to the local agreed syllabus for RE.

As a Church of England School, with a strong Christian ethos, more than two thirds of our RE teaching is centred on the Christian Faith. However, in all year groups, from Reception to Year 6 children explore world faiths and gain a deeper knowledge and understanding of other world religions. At St Benedict Biscop we focus on the beliefs, practises and teachings of Islam and Sikhism as additional faiths which are represented locally in our community and this knowledge and teaching is developed and built upon as the children progress through the school.

Parents have the right to withdraw their children from all or part of religious education. However, as a Church School, we believe RE is central to the life and identity of St Benedict Biscop Church of England Primary School and is an academic subject. Therefore, we believe it makes an important contribution to the development of children regardless of their faith or background. For this reason, before exercising the right of withdrawal we would hope that all parents would wish to discuss the matter with the head teacher.

### **Aims and Expectations**

We aim to develop pupils' knowledge and skills across a variety of lessons; sometimes in discreet RE lessons and at other times through links with other areas of the curriculum. RE teaching at St Benedict Biscop enables pupils to:

1. Gain a knowledge and understanding of the Christian faith, explore the Bible as God's living word and understand the importance and relevance of Christ in the everyday lives of Christians. This will include learning about the Christian tradition, visiting various Christian places of worship and understanding how Christianity is a worldwide faith community.
2. Gain a knowledge and understanding of two other mono-theistic world faiths (Sikhism and Islam) which reflect the multi-faith diversity within our local and school community. This will include learning about the faith and visiting places of worship to gain an understanding of the faith community. We aim that pupils should be able to contrast and compare the beliefs and practices of



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Christianity, Sikhism and Islam and discover the richness and diversity of traditions which are not their own, promoting tolerance towards others of different faiths.

3. Develop an awareness of their own spirituality and uniqueness in the eyes of God and encourage a sense of awe and wonder. Widen their understanding of themselves, others and the world around them, within the context of a growing awareness of God.
4. Explore how religious belief influences human relationships and lifestyles. Develop positive attitudes to the beliefs and lifestyles of others. Develop an awareness of moral issues arising in their lives and begin to develop their own informed values based on the Christian Gospel.

### Progression

To ensure progression from Foundation through to Year 6 in accordance with National expectations, we have developed a long term plan which is based on Understanding Christianity and the published scheme of work: [Religious Education Guidance 2017 Lichfield Diocese Board of Education](#). This plan states the Unit of work for each half term and references which scheme of work/resource it can be found in.

Individual Knowledge Organisers have been developed by the school to identify the key learning in each unit of work and the expectations and outcomes. Each term teachers use this guidance to assess the progress of children in their class and this information is used to inform provision.

### The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression 'grey' areas of moral dilemmas.
- Reflect on their own beliefs and how their own spiritual development is reflected in their world view.

### Learning and Teaching

RE is taught discreetly and links are made in cross-curricular work where the learning objectives fits in with the overarching theme for the year group. Teachers use the 'Understanding Christianity' and the Lichfield



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Diocese units of work to guide and support them with the delivery of the RE lessons. There is an overview of topics and the knowledge taught in them is underpinned by a skills progression document which aims to develop the children as 'wisdom-seekers'. Knowledge organisers outline the key knowledge and skills for each unit and list six key questions that ensure there is a clear progression of knowledge and skills that are deeply rooted in Christian understanding.

### **Inclusion**

Teaching follows the guidelines of the whole school policy for equal opportunities, SEN, EAL and G&T. A mixture of different teaching and learning styles are adopted throughout the school. Appropriate adaptation and scaffolding supports all learners to access the curriculum at a level which is appropriate to their spiritual development. Support and extension materials are provided as appropriate so that the equal worth of all our learners is recognised in our practice.

### **Learning Environment**

There are opportunities for display of work related to year group termly topics and relevant RE displays are incorporated whenever possible, as this promotes the distinctive Christian character of the school. These can be interactive, include children's work, or be a teaching tool. New technology is used where appropriate.

### **Subject Leadership**

The subject leader for RE is always a member of the senior leadership team. Working alongside the headteacher the subject leader develops the school's RE policy to ensure that the principles set out in the National Society's Statement of Entitlement are met. They monitor the quality of teaching and progress of children across the school. An action plan for RE is written each year and includes priorities for staff CPD and additional whole staff training to support the distinctive Christian nature of the school. The subject leader supports the headteacher to report termly to governors about Religious Education and the school's Christian Distinctiveness through the Headteacher's report to governors.

### **Monitoring and Evaluation**

At St Benedict Biscop there is a yearly monitoring plan for all subject areas including RE. This takes the form of monitoring of teaching and learning, monitoring of planning, pupil voice conferences, scrutiny of pupils' work, learning walks, and subject audit. Feedback from this monitoring, informs further developments within the subject.

### **Assessment**

In the Foundation Stage, assessment takes the form of observations which inform the EYFS judgements. In Key Stages 1 and 2 the children's work is assessed after each unit using the assessment guidelines by the Lichfield Diocese in collaboration with the resource guidance from Understanding Christianity. Children are recorded either as working towards the expected standard, achieving the expected standard or working at greater depth of the expected standard based on their performance at the end of each term. This information is collated by the Subject Leader and informs the monitoring of Teaching and Learning. At the



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end of the year, these group assessments, together with teacher observations and the work the children have produced, inform the comments to the parents in the end of year report.

### **Marking and Feedback**

Marking and feedback follows our school marking policy. Where appropriate next steps encourage children to explore their theological understanding and deepen their wisdom.

### **Health and Safety**

Health and Safety for RE follows the whole school policy. The 'Be Safe' booklet from the ASE is available for all staff and staff are given regular advice regarding Health and Safety from Health and Safety Coordinator. Health and Safety Guidance is available for staff to access on the shared staff learning platform: Health and Safety OneNote. Each member of staff is responsible for the activities and health and safety of their pupils. Risk Assessments should be completed for any activities and trips not covered by generic activity and local visit risk assessments. These should be submitted to the EVC in line with school protocol.

Date policy agreed – 20<sup>th</sup> October 2023

Policy review – November 2026