



Religious Education & Worldviews Policy

This Policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	Autumn 2023
REVIEW FREQUENCY	3 years
REVIEW DUE	Autumn 2026
STATUTORY REQUIREMENT	No
AMENDMENTS	
Date	Summary of Amendment/s

School Vision

Our school has a strong Christian ethos valuing individuality and inclusivity. We cherish all learners, providing a high standard of academic and pastoral education to enable all to flourish. This encompasses all of our being, materially, physiologically, spiritually and emotionally. This encompasses all of our being, materially, physiologically, spiritually and emotionally.

We encourage everyone to develop a love of learning and make a positive contribution to all aspects of school life. Relationships throughout the school are open and consistent, encouraging confidence in pupils combined with mutual respect. We encourage pupils to ask questions, at the same time as acquiring knowledge and skills which help to develop understanding of spiritual, moral, cultural and social issues. Our school is at the heart of the community, enjoying close links with local families and St Margaret's church. Belonging is important to us, ensuring our pupils embody respect, tolerance and compassion for all.

Our Christian Values

Cherishing each individual
Aiming for excellence in teaching and learning
Relationships built on mutual respect
Experiences that enrich lives

"We flourish when we help others flourish"
Jeremiah 7

RE & Worldviews Policy Statement

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Drayton C of E Junior School provision of RE is in accordance with the Norwich Diocese. The school has adopted the principles of the Locally Agreed Syllabus for Religious Education (*Norfolk*) and supplement this with material from the Diocese.

Each Church of England school or academy is inspected under Section 48 of the Education Act 2005.

Aims

The broad aims of religious education are set out within the locally agreed syllabus and the Church of England Education Office Statement of Entitlement (2019). The purpose of religious education in all schools and academies is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion, worldviews and belief.

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 worldwide and as the religion that has most shaped British Culture and heritage.
- 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.
- RE & Worldviews is taught throughout the school in such a way as to reflect the CARE values of the school.

Curriculum

The curriculum for RE is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

Theology: This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. ***For pupils we may describe this as thinking through believing.***

Philosophy: This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. ***For pupils we may describe this as thinking through thinking.***

Human/Social sciences: This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies. ***For pupils we may describe this as thinking through living.***

These three disciplines provide lenses through which each enquiry question is approached.

In accordance with the structure of the locally agreed syllabus we have agreed that:

- At KS 2 pupils study primarily Christianity, Islam and Hinduism, with reference made to other principal religions, beliefs and worldview.

In accordance with the Statement of Entitlement (2019), at least 51% of curriculum time (the majority) is allocated to the teaching of Christianity. This entitlement is met through the weekly teaching of RE.

Teaching RE

Religious education uses an enquiry-based approach to learning. This is based on the best practice framework in the Norfolk agreed syllabus. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Assessment

Pupils are assessed in terms of how they are making progress in relation to the theological, philosophical and human/social sciences disciplines within RE. In broad terms the following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture.
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldviews through engagement with a broadening and increasingly complex range of information
- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and worldviews

Pupils are assessed using age-related expectations which are common across all Diocese of Norwich schools and academies. This is done in a variety of ways e.g. through written activities, role play, art work and discussion. Each

enquiry unit has a front cover which includes the main learning objectives, age related expectations and an area for the pupil's personal reflection/ideas. Class teachers use this as an assessment tool, feedback after each unit is fed back to the RE lead via a Subject Assessment Record every term.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they primarily get better at RE, we also want to ensure they are making good progress in this subject and use it to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The RE Lead will monitor RE provision and standards within the school through observation, looking at work, talking to children and reviewing the curriculum with staff.

The RE Lead will consider the professional development needs of the school's staff through informal discussion, staff surveys and performance management (where appropriate). This is to ensure staff feel they hold a good subject knowledge and are confident to deliver the content and concepts of the RE curriculum in their academy.

Responsibilities for RE

As well as fulfilling their legal obligations, the local governing body and head teacher should also make sure that:

- all pupils make progress in achieving the aims of the RE curriculum
- the subject is well led and effectively managed
- standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- clear information is provided on the school website about the RE curriculum
- RE is resourced, staffed and timetabled so that the academy can fulfil its legal obligations on RE and pupils can make good progress

The Right of Withdrawal From RE

Drayton C of E School is an inclusive community but recognise that parents have the legal right to withdraw their children from religious education.

We would ask any parent considering this to contact the head teacher of the school to discuss any concerns or anxieties about the policy, provision and practice of religious education. Each school will record any requests of withdrawal from RE and the reasons for this as they are required to report this as part of the Section 48 inspection process.

Role of the RE & Worldviews 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 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.

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.

Resources

There is a wide range of resources to support the teaching of RE in Diocese of Norwich schools and academies. Drayton C of E school has resources for each religion, and some are also available centrally at the Diocesan Resource Centre.

Monitoring & Review

The implementation and impact of the policy will be evaluated through the school's self-evaluation processes. The policy will be reviewed every three years.

Links to Other Policies

- Teaching & Learning Policy
- Collective Worship