

'Whatever you do, work at it with all your heart.' Colossians 3:23



Baden-Powell & St. Peter's CE Junior School Policy for Religious Education

The aim of our Religious Education curriculum at Baden-Powell and St. Peter's CE Junior School is to support each and every child's understanding of their place in the diverse world in which they live, in relation to themselves, others, the World and beyond; to develop the religious literacy of all children; and to enthuse and inspire all children by challenging them both intellectually and spiritually. The children are introduced to world views, religions and faiths in line with BCP's Locally Agreed Syllabus and, our chosen scheme, 'Understanding Christianity', underpins our learning about the Christian faith and what it means to be deeply and distinctly Christian. Our Christian Vision "Whatever you do, work with all your heart" (Colossians 3:23) along with our school Values of Respect, Friendship, Compassion, Aspiration and Resilience comprise the golden thread which is woven throughout the R.E. curriculum. To ensure that our cyclical R.E. curriculum is as meaningful as possible, we have selected and sequenced our R.E. units to complement the liturgical calendar and, where relevant, support the overarching topics studied each half term.

Legal requirements

The statutory requirements are to be found in the Education Act (1944) and the Education Reform Act (1988)

1. Religious Education is part of the basic curriculum but not the National Curriculum. It must be taught according to locally agreed syllabus prepared by a specially convened standing conference.
2. R.E must not be denominational but teaching about denominational differences is permitted.
3. R.E must be provided for all registered pupils. Parents have the right to withdraw their children from Religious Education lessons.
4. The Educational Reform Act (1988) states that 'Religious Education must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country.'
5. At Baden-Powell & St Peter's CE Junior School, we ensure that children receive their entitled amount of a minimum of 5% (aiming for nearer 10%) of the timetable as RE teaching.

"Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%. NB: The RE entitlement is totally separate from requirements for Collective Worship."

Statement of Entitlement, Church of England Education Office

All pupils are entitled to Religious Education as laid down in the locally agreed syllabus.

At Baden-Powell & St Peter's CE Junior School, we follow this locally agreed syllabus (REfocus: The agreed syllabus for Religious Education for Bournemouth, Christchurch and Poole 2023-2028) which meets the above requirements. We also follow the Christianity Syllabus 'Understanding Christianity' that is supplied by the Church of England Education Office.

The contribution R.E. makes to other curriculum aims

1. Spiritual, Moral, Social and Cultural Development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, social, cultural, mental and physical development of pupils

and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

2. Personal Development and Wellbeing

Baden-Powell and St Peter's Junior School's Religious Education curriculum is rich in personal development opportunities to ensure that "each and every pupil so that they can flourish in the wider world and become the very best version of themselves". R.E. plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

3. Community cohesion

R.E. makes an important contribution to a school's capacity to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

R.E. subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

4. Academic Challenge and Critical Thinking

As with other subjects, particularly with the introduction of the Understanding Christianity modules, Religious Education also aims to provide academic challenge, to further children's knowledge and understanding of religious language and texts. It aims to provide opportunities for children to develop crucial skills that can be applied to all aspects of learning and life, such as: critical thinking, problem solving and reasoning skills.

Implimenting the RE curriculum

By following the locally agreed syllabus and the Understanding Christianity Scheme, it is intrinsic that our R.E. curriculum is investigative and enquiry-based in nature. Each unit of work is planned around a key question. The learning opportunities provided for each child ***allow them to develop knowledge and understanding of religion, express ideas and communicate with others about their religious learning and to explore and respond to human experience. The units of work also allow children to gain and deploy key learning skills, such as evaluation and posing thoughtful questions, which will support them in other curriculum areas.***

The goal of the Understanding Christianity units is to develop "theologically literate pupils who are able to make sense of religious texts and various interpretations. Children will be able to understand the impact of beliefs in the lives of Christians and make connections to wider learning and to themselves."

This, in turn, provides pupils with knowledge and encourages them to think about their own personal viewpoint, in order to answer the aforementioned key question. This enquiry may be linked with a specific religion or with a cross-religion topic, such as food.

To ensure that RE receives above its 5% minimum coverage and is taught as a priority, core subject at Baden-Powell & St Peter's CE Junior School, each year group teach their half termly RE topic in a dedicated, timetabled lesson each week.

Children focus on the following key topics or modules in each year group. Where possible, these areas have been selected to complement the other Discovery learning topics being taught in that half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Understanding Christianity: The Big Freize UC Unit 2a.1 – CREATION: What do Christians learn from the Creation story?	UC Unit 2a.3 – INCARNATION: What is the Trinity? (link to Christmas)	Sanātana Dharma What do Sanātani believe?	Sanātana Dharma What is Sanātani life like? What do people celebrate?	UC Unit 2a.2 – PEOPLE OF GOD: What is it like to follow God?	The Big Frieze Art Project
Year 4	Sikhism What does it mean to be a Sikh?	UC Unit 2a.4 – GOSPEL: What kind of world did Jesus want?	Cross religion topic How is food important in religions?	UC Unit 2a.5 – SALVATION: Why do Christians call the day Jesus died 'Good Friday'? (link to Easter)	UC Unit 2a.6 – KINGDOM OF GOD: When Jesus left, what was the impact of Pentecost?	Christianity – Signs and Symbols How are signs and symbols used in Christianity?
Year 5	UC Unit 2b.5 – GOSPEL: What would Jesus do?	UC Unit 2b.8 – KINGDOM OF GOD: What kind of king is Jesus?	UC Unit 2b.4 – INCARNATION: Was Jesus the Messiah?	UC Unit 2b.6 – SALVATION (Y5): What did Jesus do to save human beings? (link to Easter)	Islam What does it mean to be a Muslim?	Islam What does it mean to be a Muslim?
Year 6	UC Unit 2b.3 – PEOPLE OF GOD: How can following God bring freedom and justice?	Judaism What does it mean to be Jewish?	UC Unit 2b.1 – GOD: What does it mean if God is Holy and loving?	UC Unit 2b.7 – SALVATION (Y6): What difference does the resurrection make for Christians?	Secular World Views: Humanism	UC Unit 2b.2 – CREATION/FALL: Creation & Science: conflicting or complementary?

The Baden-Powell & St Peter's CE Junior School R.E. curriculum has been designed to ensure that pupils receive a varied diet of a wide range of:

- Skills: interpretation, empathy, investigation, application, discernment, analysis, evaluation, expression, reflection and synthesis
- Attitudes: curiosity, appreciation, wonder, critical awareness, open-mindedness and self-awareness

Religious Education work can reinforce cross-curricular elements e.g.: skills such as observing, questioning, discussing, evaluating and reflection. Consequently, Religious Education often falls within our thematic curriculum, our 'Discovery Learning'. This works well due to the broad nature of RE; natural links can be formed with a range of other curriculum areas e.g. English, Drama, Music, Art, History, Geography and PHSE.

To ensure the children are exposed to high quality learning experiences and in order to make religious education a lively, active subject, teaching staff employ a variety of methods and resources including: art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

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. In particular, St Peter's Church is an integral resource.

Assessment of R.E.

It is important to note that there are no statutory assessment requirements in Religious Education and, due to the nature of the subject it is not always possible to measure a child's progress – for example measuring a developing sense of awe and wonder.

Within our planning documents, 'Key Three Knowledge' statements set out the three key facts that children aim to learn in every RE topic. Teachers then keep a working assessment document of how children are learning and consolidating this knowledge as the topic progresses. Work is done in lesson starters, plenaries and other curriculum time to ensure this key knowledge is revisited and revised to ensure it becomes part of long-term memory. Teachers ensure that previous learning from prior topics and year groups is also revisited to ensure learning is maintained over time and that children make connections between topics, subjects and year groups.

Children's successes, learning and attitude towards RE are reported to parents in the annual report. Learning and classwork can be discussed and shared at parent evenings.

Withdrawal

At Baden-Powell & St Peter's CE Junior School, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as History or Citizenship.

We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.

Managing the right of withdrawal:

- The school should ensure that parents or carers are informed of the right to withdrawal.
- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus, its educational objectives, content and relevance to all pupils and respects their own personal beliefs. In this way, parents can make an informed decision.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents, without influence from the school, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- A parent's right to withdrawal must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. The law provides for alternative arrangements to be made for RE of the kind the

parent wants the pupil to receive. This RE could be provided at the school in question (usually pupils remain on site) or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.

- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE. Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.