



## **The Federation of Broomhaugh and Corbridge C of E First School** **Religious Education Policy**

### **Foreword**

As Church of England schools, the RE provision at Broomhaugh and Corbridge is designed to support the aims and structure of the Anglican Church. Following the diocesan syllabus of Durham and Newcastle 2024, the curriculum enables pupils to acquire and develop a sound knowledge and understanding of Christianity and other major world faiths, worldviews including non-religious worldviews. The teaching and learning of RE is fully compliant with the statement of entitlement across the federation.

The curriculum is organised to enable pupils to know and understand Christianity as a diverse living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage. 50% of the allocation is given to teaching about Christianity. The other 50% is dedicated to other major religions and is inclusive of other worldviews including non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.

We want pupils to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures and to develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of principal religions and non-religious worldviews.

Great emphasis is placed on religious literacy enabling pupils to: give a theologically informed and thoughtful account of the different religions studied; show an informed and respectful attitude to all religions and non-religious worldviews; engage in meaningful, informed dialogue with those of other faiths and none; reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

### **Aims**

Teaching and Learning in RE reflects our high expectations and contributes to high standards in all phases.

Pupils will:

- a) Acquire and develop a sound knowledge and understanding of Christianity and other major world faiths – Islam, Judaism Buddhism and Hinduism.
- b) Acquire and develop a sound knowledge and understanding of a range of non-religious worldviews
- c) Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- d) Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of principal religions.
- e) Enhance their SMSC development by

- a) Gaining an awareness of the fundamental questions of life raised by human experiences and of how religious teachings relate to them.
- b) encouraging responses to such questions with reference to the teachings and practices of religions and to their own understanding and experience.
- c) encouraging reflection on their own beliefs, values and experiences in the light of their learning.

Following guidance from the diocesan syllabus, the RE curriculum encompasses three overlapping elements:

**Making sense of beliefs:** Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation.

**Understanding the impact:** Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world

**Making connections:** Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

## **Teaching and Learning**

RE has the status of a core subject within our Church schools. Across the federation we are compliant with the minimum requirement of teaching hours as set out in the statement of entitlement:

- EYFS: 50 minutes per week or as part of continuous provision
- KS1: 36 hours/1 hour per week
- KS2: 45 hours per year/ 1 hour fifteen minutes per week

Whole school events such as Christingle and Holy Week serve to enhance our provision.

Across both schools, a challenging and robust curriculum based on an accurate theological framework is delivered. Key skills such as investigating, reflecting, interpreting and analysing are taught through practical strategies such as drama and role play, discussion and debate. Visits to places of Worship and visits from key religious leaders help to draw on the richness and diversity of religious experience worldwide.

*Understanding Christianity* is the key resource used to deliver the core teaching of Christianity in all year groups across the federation. The teaching of Christianity makes up 50% of the curriculum entitlement with the remaining 50% dedicated to a different worldwide key religion, including non-religious worldviews.

With a focus on religious literacy, pupils can confidently discuss theological and philosophical ideas and show a keen awareness of biblical concepts. Even our youngest children in EYFS are very aware of Christian practices within the country and continue to develop and understand that Christianity is a world-wide diverse faith.

Other religions, including non-religious worldviews, are studied through a wide range of thematic units as mapped out on the long term curriculum overview. (See appendix 1.) With support from the diocese and in line with the agreed syllabus, RE leads have mapped out an enquiry based

approach with a focus on the following major world religions:

**KS1:**

Who is Jewish and how do they live?

Who is Muslim and how do they live?

**KS2:**

What does it mean to be a sikh in Britain today?

What does it mean to be a Hindu in Britain today?

Children can talk excitedly and in depth about all key religions studied. Links with places of worship, religious leaders and members of faith - including those of non-faith - enhances their understanding of the diverse nature of the United Kingdom. High expectation from staff is evident through the quality of teaching and learning. Children across school can think, talk and ask probing questions about the religions they have been studying and give good reasons for the views they have and the connections they make. Our RE curriculum and Church school ethos ultimately enables children to show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.

**Assessment**

Teachers continually assess pupil performance. This may be through observation, discussion, listening or a collection of evidence in their RE books or class learning journals as appropriate.

At the end of each unit teachers assess pupil progress against learning outcomes identified for the unit. End of key stage outcomes are also used as a focus for assessment and discussion points for future teaching. EYFS staff use statements based on UC outcomes combined with progress checkpoints to assess progress and plan for future learning.

**Subject monitoring**

Termly monitoring takes place by the RE lead and other members of the SLT as appropriate. This can take place in the form of looking at evidence in books and class learning journals, lesson observations and team teaching as well as gathering both staff and pupil voice.

**Equal Opportunities**

All children have access to Religious Education and lessons are appropriately differentiated. RE leads have worked closely with the executive SENDCO to outline how the subject can be adapted to suit the needs of all children. This document is reviewed annually.

**Right to withdraw**

Parents who choose to send their child(ren) to a Church of England school will understand that RE is a core curriculum subject. While we recognise the right of parents to withdraw their child from RE lessons, it is anticipated that all children will take a full role in these lessons. Any parents wishing to withdraw from lessons must put this in writing to the head teacher. The school has no duty to provide any alternative work, simply supervision to ensure the child is safe.

Policy date: March 2025

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