



Tenbury CE Primary Academy

'Therefore encourage one another and build each other up.'

Thessalonians 5:11

Religious Education and Worldviews Policy

Last updated: September 2024

Religious Education at Tenbury CE Primary Academy

Tenbury CE Primary Academy is a place of high expectation and achievement, where we aim to provide all our pupils with an education of the highest quality, underpinned by our shared Christian values including Respect, Friendship, Generosity, Perseverance, Compassion and Forgiveness. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the agreed syllabus of the Diocese of Hereford Multi-Academy Trust (DHMAT).

Aims of the RE Policy

The school has created this policy in order to ensure that:

- all pupils gain a greater understanding of themselves, and a more sympathetic awareness of the needs of others.
- pupils learn to understand the world and their place in it and know that all members of the school community show respect and tolerance for others.
- opportunities are given so that children can reflect and develop their spiritual awareness.
- all staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- all pupils receive a high level of teaching which is maintained at all times.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act 1998, schedule 19

We recognise that a parent /carer may exercise their legal right to withdraw their child from RE if they wish, but the school continues to be responsible for the supervision of the child. We ask that any parent considering this, contacts the Head teacher to discuss any concerns about the policy, provision and practice of Religious Education at our school.

The syllabus adopted by Tenbury CE Primary Academy must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

1.2. This policy has been created with regard to the following DfE guidance:

- DfE Religious Education in English Schools (2010)
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

Mrs Hickman is the current Religious Education subject leader, with support from Mrs Bannister (HLTA), and is responsible for the implementation of RE throughout the school.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.1. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the DHMAT.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the DHMAT
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

- 2.2. The link Governor for Religious Education is also responsible for conducting some lesson observations, for evaluating the impact of teaching and learning alongside the subject leader and providing feedback to the Governing Body.

3. Tenbury Primary Academy Early Years Foundation Stage (EYFS)

In the Foundation year, much of the delivery of RE takes place within Knowledge and Understanding of the world, although clear links are also made with Personal, Social and Emotional development as well as Language and Literacy and Creative Development. The curriculum in this year group provides opportunities for children to:

- Develop awareness of their own views and feelings and be sensitive to the news of others.
- Begin to know about their cultures and beliefs and those of other people.
- Become aware of, and be able to express their feelings of joy, sadness, wonder, awe and mystery.
- Care for themselves and others.
- Become aware of what it means to trust and be trusted, to be loved and valued and to feel secure in belonging.
- Appreciate, enjoy and care for the environment.
- Learn to listen, say sorry and thank you, express appreciation and rejoice with others.
- Explore some of the signs and symbols used in everyday life.
- Become aware that certain people, including their wider family, objects and clothing can be of special importance.

4. Curriculum

- 4.1. Tenbury CE Primary Academy adheres to the Gloucestershire Agreed Syllabus in agreement with the DHMAT. This syllabus was fully adopted by our school in Spring 2018. The syllabus refers to the core concepts of Christianity that are stated in the Understanding Christianity resource. Christianity makes up at least 50% of curriculum time.

The concepts are:

God, Creation, Incarnation, Salvation, Gospel, People of God, Fall, Kingdom of God

- 4.2. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.
- 4.3. The school will make provisions to account for parents' right to withdraw their child from RE lessons.
- 4.4. All pupils will have a high quality, coherent and progressive experience of RE.
- 4.5. The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.

- 4.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.
- 4.7. Good practice for the curriculum include:
- Exploring controversial issues in the modern world.
 - Working with local communities who promote the beliefs taught in lessons.
 - Learning outside the classroom by participating in educational visits
 - Introducing themed days and assemblies which celebrate different beliefs.
 - Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
 - Promoting debate and dialogue of pupils within their local community.

5. Teaching and learning

- 5.1. The RE curriculum is delivered at least once a week for KS1 and KS2. There is a minimum allocation of five per cent of curriculum time for RE.
- 5.2. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 5.3. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.
- 5.4. To improve understanding of the topic, several methods of teaching is deployed including but not limited to:
- Storytelling.
 - Adult-led activities.
 - Child initiated activities.
 - Debating.
 - Dramatic performance.

6. Assessment and reporting

- 6.1. Using the Gloucestershire Syllabus, pupils are expected to meet the learning outcomes for the end of each unit and the end of each key stage. Using the unit learning outcomes as stepping stones towards the end of phase outcomes will allow teachers to track progress across a year group.
- 6.2. Formative assessment will be carried out throughout each unit of work to measure pupils' development and inform future lesson plans.
- 6.3. Summative assessment will be carried out at the end of a unit of work. A teacher could use his/her professional judgement and look at work samples, recall discussions and other responses to teaching and learning and then record whether a pupil is emerging, meeting expectations or exceeding the specific unit outcomes. This information will be stored in the school's 'Staff Share' space on the server, to ensure that it is accessible to the pupil's future teachers and RE Co-ordinator, in order to measure how well a pupil has progressed at any given time in their education.

- 6.4. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms. Parents will be provided with a written report about their child's progress during the Summer term every year. The end of key stage statements provided by the Gloucestershire Syllabus can be used for reporting to parents.

7. Resources

- 7.1. The Understanding Christianity resource is used to support the teaching of Christianity.
- 7.2. There is a range of resources stored in a central location in school, including teachers' reference material, books, videos, DVDs and various artefacts. All resources are treated with reverence and respect, as many are regarded as sacred, by members of that particular faith group. The school library contains an array of books to support pupils' learning.
- 7.3. Classroom display walls will be utilised and updated when necessary, in accordance with the topics being taught at the time. The school's Christian value for that half term will also be on display in the reflection area, along with pupil responses to thought-provoking questions.
- 7.4. Shared displays are the responsibility of the subject leader and Headteacher and will be updated when necessary, i.e. Worship Crew.

8. Inclusion

- 8.1. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. It is taught at a level appropriate to the age, ability and experience of the pupils and is therefore accessible to all. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons. When a pupil's participation in RE lessons is restricted due to the factors outlined prior, the lessons will be adapted to meet the pupil's needs. Furthermore, should teachers require advice on how to meet the individual needs of SEN pupils, the SENDco will offer guidance and support.

9. Monitoring and review

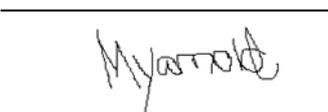
- 9.1. This policy will be monitored and reviewed every three years by the subject leader.
- 9.2. The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of the DHMAT.
- 9.3. Any changes to the locally-agreed syllabus of the DHMAT will be communicated to the headteacher.
- 9.4. Any changes to this policy will be communicated to all teaching staff.

Signed by:



Headteacher

Date: 26.09.2024



Chair of governors

Date: 26.09.2024

Review date: September 2027