



Policy Document

Rosherville Church of
England Academy

Religious Education Policy June 2024

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Our Christian Vision and Values

Flourishing through Faith and Fellowship to Aspire Believe and Achieve

This is rooted in the Christian Narrative of Mathew 17.20

“Because you have so little faith. Truly I tell you, if you have faith as small as a mustard seed, you can say to this and us better mountain, ‘Move from here to there,’ and it will move. Nothing will be impossible for you.”

Faith in self

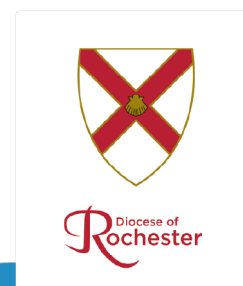
Faith in others

Faith in God

Through truly collaborative and cooperative learning children learn to believe in themselves and believe in others trusting that together we can achieve more We aim to create global citizens that can articulate their thoughts understanding that they have a part to play in all processes. Eradicating the use of hands up ensures that it is clear that everyone is expected to contribute. Faith in self, others and God that all contributions are valued and where they are wrong everyone has the opportunity to learn. Faith in self, others and God that everyone makes mistakes, learning from these makes life richer and us better experiencing “life in all its fullness”

Using Zones of Regulation children learn to have faith in themselves to regulate their own behaviour taking action when moving through zones to help them return to the Green Zone. Having faith and understanding that all emotions and emotional states are valid. Having faith in others to support us in times of stress and anxiety is key to maintaining an emotional equilibrium necessary or learning.

Our Christian Values help us deliver the Church of England Vision which comprises 4 elements, Community Hope Wisdom and Dignity





Our Values

Fellowship, Courage, Wisdom, Compassion, Thankfulness, Trust

We aim to develop lifelong learners that have a clear understanding of the world in which we live through the acquisition of skills and knowledge. Developing their unique God-given talents which will enable them to contribute, collaborate and flourish in a global society.

Introduction

Religious Education must be provided for all registered pupils at the school in accordance with Schedule 19 to the School Standards and Framework Act 1998.

Religious Education (R.E.) is a core subject at Rosherville Church of England Academy. It is taught in accordance with the Agreed Syllabus for Religious Education (R.E. act 2006), as we are required to do by law. Also, by law, R.E. must focus mainly on Christianity, whilst taking account of the other principal religions and worldviews in Great Britain. We currently use Understanding Christianity (2016) to provide high quality teaching and learning on the Christian Faith. This is supplemented by units written by the Rochester and Canterbury Diocese and RE today to teach other world faiths and views. These include Judaism, Islam, Sikhism and Hinduism. From September 2024, the Kent Agreed Syllabus (2023) will be used to deliver a sequential and spiral RE curriculum throughout the primary phase.

Right of withdrawal from Religious Education

Parents have the right to withdraw their child from religious education classes if they so wish, however, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE. Anyone wishing to withdraw their child from RE lessons should discuss this with the headteacher before making a final decision.



Aims

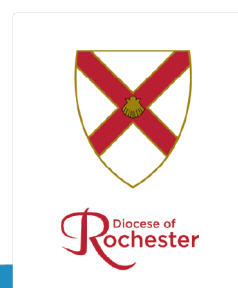
Religious Education is an integral part of our school life and has a particular contribution to make towards the spiritual, moral, social, and cultural education of each pupil. We aim to promote a caring and stimulating environment in which children are encouraged to develop a respect for themselves and others by exploring the teachings and beliefs of a variety of world faith and views.

The key purpose of Understanding Christianity is to support all pupils to develop their understanding of Christianity, as a contribution to their understanding of the world and their own experiences within it. As children progress from Early Years Foundation Stage to Upper Key Stage Two their knowledge is built upon across eight key concepts. These are explored through the three themes of Making sense of the Text, Understanding the Impact, and Making Connections as the underlying pedagogy.

The eight key concepts are:

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

We celebrate our diversity and encourage respect for those holding different beliefs. We ensure that our RE curriculum provides our pupils with the opportunity to reflect and on what it means to have a religious faith and how this impacts on our morals.





High quality Religious Education within our church school will:

- enable pupils to explore big questions within the Christian faith and understand how these impact on the way Christians live their lives through a theological, philosophical, and sociological lens.
- enable pupils to learn about the other major religions and worldviews, their impact on culture and politics, art, and history, and on the lives of their adherents.
- develop understanding of religious faith as the search for, and expression of, truth
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.
- identify, develop, understand, and communicate ideas of ultimate questions and ethical issues.

Religious Education will:

- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops students' knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **Encourage students to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional, and social ethics; and to express their responses.
- **Enable students to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **Teach students to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.





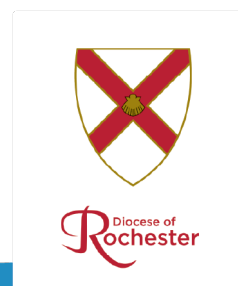
- **Prompt students to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity, and compassion.
- **Develop a sense of awe, wonder and mystery.**

Religious Education contributes to student's spiritual development by:

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and British values such as justice, honesty, and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience, and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness, and pain.
- Developing their own ideas and views on religious and spiritual issues.

Religious Education contributes to moral development by:

- By enabling students to value themselves and others.
- Exploring the influence of family, friends, and other sources on moral choices.
- Considering what is of ultimate value both to students and people within religious traditions.
- Developing an understanding in religion of the key values and moral choices.





- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends, and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

Religious Education contributes to student's social development by:

- Considering how religious and other beliefs lead to actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.

Religious Education contributes to student's cultural development by:

- Encountering people, stories, artefacts, and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

Religious Education promotes community cohesion by:

- Providing a key context in which to develop students' understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in: the school community; the community within which the school is located; the UK community, the Global community.



Teaching and learning: Programmes of study

At Rosherville Church of England Academy Religious Education is compulsory to all children's learning. *Understanding Christianity* provides a spiral curriculum, which revisits concepts and explores them in more depth as pupils move through the school.

All units taught within our curriculum focus on one religion at a time. This ensures that pupils can explore the content in greater depth and avoids confusion.

***Please note the following overview is correct for the academic year 2023-2024.**

EYFS: Will cover concepts of Creation, Incarnation and salvation and will explore religious stories from Christianity and other world faiths.

Year 1: Will cover the concepts of God, incarnation, Gospel, Salvation and will spend two units looking at Judaism.

Year 2: Will cover the concepts of Creation, Incarnation, Gospel, Salvation. For this academic year only (2023-2024) Year 2 will spend one unit looking at Judaism and one unit looking at Islam.

Year 3: Will cover the concepts of People of God, Incarnation, Salvation, Kingdom of God and will spend two units looking at Sikhism.

Year 4: Will cover the concepts of Creation, Incarnation, Gospel, Salvation and will spend two units looking at Hinduism.

Year 5: Will cover the concepts of God, Incarnation, People of God, Salvation and will spend two units looking at Islam.

Year 6: Will cover Creation, Gospel, Kingdom of God, Judaism, Humanism and Racism.



Approaches to teaching Religious Education

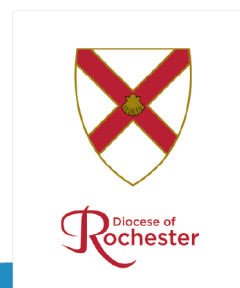
Religious Education is an exciting curriculum subject, so we employ a variety of teaching methods.

These include:

- Visiting places of worship and receiving visitors from faith communities
- Using art, drama, music to enrich students understanding.
- Using regular times of quiet reflection for students to develop their own thoughts and ideas.
- Using pictures, photographs and stories to enhance students learning.
- Using artefacts to help students develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others

Adaptation and Special Educational Needs

Within our school we recognise that there is a wide range of abilities and learning styles in each class. Policy and practice in Religious Education will reflect the school's SEND policy to ensure that the curriculum is accessible to all learners. Resources will be accessible and appealing, and a full range of strategies to achieve differentiated learning will be employed ensuring suitable learning opportunities are provided. We ensure tasks are challenging and sufficiently demanding yet stimulating and engaging for all pupils.





Remote Learning

During any time of National school closures, the R.E. curriculum will continue to be delivered through our remote learning platform (Google Classroom).

Lessons will be scheduled to take place for the same amount of time as in school teaching, using the same topics and syllabus.

Teachers will deliver part of this provision through a 'live' session with pupils in attendance remotely.

Work will be set in the form of assignments, and these will receive feedback from the teacher.

Assessment

Religious Education is planned and assessed using the statements, provided by the Diocese of Rochester, based on the unit of work. Teachers use their professional judgement based on recorded work, pupil voice and other evidence to decide whether pupils have achieved greater depth, expected or emerging. Summative data is then inputted into Arbor three times a year. We report to parents about their child's progress and achievement in Religious Education at the end of the summer term in their written report. Teachers formatively assess pupils following every lesson and provide appropriate next steps based to support their learning and progress. Pupils respond to these steps at the beginning of the following lesson, in line with our Marking and Assessment Policy.