

# BOURN CHURCH OF ENGLAND PRIMARY ACADEMY

## RELIGIOUS EDUCATION POLICY



Teaching and Learning  
September 2019

### 1. Introduction

- 1.1. All pupils at Bourn Church of England (VC) Primary Academy are entitled to receive Religious Education and it forms part of the spiritual, moral and cultural education in the School.
- 1.2. The School believes that Religious Education plays a vital role in the development of pupils through the contribution it makes to the general, personal and social development of every pupil in line with the overall aims of the school.
- 1.3. The aims of Religious Education at Bourn Primary are to enable pupils to acquire knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- 1.4. The School strives to make Religious Education teaching stimulating, interesting and challenging. The syllabus that the School delivers is 'Understanding Christianity.' As a Church of England school, it is recognised that a greater proportion of time will be spent on Christianity. In line with the Diocese of Ely's recommendations, two thirds of the R.E. curriculum is Christianity and one third is other world religions, including a secular world view such as Humanism.
- 1.5. Religious Education has an important part to play in helping pupils learn about the rich ethnic and cultural diversity found in this School, the country and the wider world. The U.K. has a rich heritage of culture and diversity. Religion and belief for many people forms a crucial part of their culture and diversity.
- 1.6. The increased development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions.

### 2. Aims and Objectives

- 2.1. Religious Education is concerned with:
  - developing knowledge, understanding and awareness of Christianity and other main world religions;
  - developing curiosity and open questions about faith and people of faith;

- fostering a sense of awe and wonder;
- encouraging respect and tolerance for those holding different beliefs;
- promoting spiritual, moral, social and cultural development.

2.2. The aims and objectives are for all pupils to:

- acquire and develop knowledge and understanding of Christianity and the other main world religions and a secular world view;
- develop an understanding of the influence of beliefs (both religious and secular), values and traditions on individuals, communities, societies and cultures;
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, whilst living in a society of diverse religions;
- understand society and their place within it, so that they develop a sense of religious heritage;
- develop the ability to make reasoned and informed judgements about religious issues, developing the skills of enquiry, investigation, analysis, evaluation and presentation;
- encourage openness to ask questions and search for answers of meaning and purpose for themselves;
- enhance their spiritual, moral, social and cultural development by:
  - developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
  - responding to such questions with reference to the teachings and practices of religions and other belief systems;
  - relating them to their own understanding and experience;
  - reflecting on their own beliefs, values and experiences in the light of their studies.

### 3. Planning

3.1. Throughout EYFS, Key Stage 1 and 2, all pupils will have access to the study units found in the 'Understanding Christianity' resources.

3.2. The aim of 'Understanding Christianity' is to:

- enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts;
- enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians;
- develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

3.3. The planning overview is as follows.

3.3.1. EYFS: Christianity and other religions or belief systems represented in the school and local area

3.3.2. KS1: Christianity and Sikhism and Judaism

3.3.3. KS2: Christianity, Hinduism, Buddhism, Islam and Humanism

3.4. It is expected that pupils will visit local churches and other places of worship during their time at school.

3.5. A variety of teaching strategies such as storytelling, discussion, drama, pictures, music and artefacts etc are used in order to cover the programme of study creatively.

#### **4. Continuity and Progression**

4.1. At both KS1 and KS2, the 'Understanding Christianity' programmes of study allow continuity and progression across the Key Stages. Most of the units covered in KS1 are built upon and developed at KS2. There is differentiation by task, resource, support and outcome within a class group to ensure that all children are challenged at the right individual level.

#### **5. Resources**

5.1. The 'Understanding Christianity' curriculum is available in School in print, online and on our computers.

5.2. Each unit explores one of 8 core concepts. These concepts tell the 'big story' and pupils will encounter these concepts a number of times as they move through the school. Pupils will encounter these concepts and teachers will teach them through key questions. This develops pupils' abilities to:

- make sense of texts related to the core concepts;
- understand the impact of belief in these concepts in the lives of Christians and the Christian community and
- make connections beyond the concepts with other learning, including pupils' own responses.

5.3. There are also collections of books, teachers' guides, artefacts etc. to enhance the lessons.

#### **6. Equal Opportunities**

6.1. Every pupil is entitled to be taught Religious Education regardless of their age, culture, gender, background, special need or disability. R.E. develops a balanced view of the multi-cultural society in which we live without compromising the faith, non-faith or cultural background of any pupil.

## **7. Right of withdrawal**

- 7.1. The School will respect the legal right of parents to withdraw their child from R.E. Parents should inform the Head Teacher if they wish to exercise this right.

## **8. Assessment**

- 8.1. R.E. is assessed against the expectations for each year, with pupils assessed at achieving the expected standard or above or below at the end of each unit. This forms an essential part of the planning for each unit of work.

## **9. School and Community Links**

- 9.1. The School aims to encourage links with community members and organisations who can contribute to the success of religious education at Bourn Primary Academy. This might include parents and visitors representing different faiths. The vicar of the local church contributes to Collective Worship on a weekly basis.

## **10. Monitoring and Review**

- 10.1. It is the role of the School and the Foundation Governors to monitor this policy and the teaching of Religious Education. These governors liaise with the Head Teacher and report to the Governing Body in the regular Foundation Governor Report. This policy will be reviewed annually.