



# Bartley C of E Junior RE Policy

<b>Name of Unit/Premises/Centre/School</b>	Bartley CE Junior School
<b>Date of Policy Issue/Review</b>	November 2024 To Be Reviewed November 2026
<b>Name of Responsible Manager/Headteacher</b>	Karen Blencowe
<b>Date approved by Governors if statutory:</b>	

## ***Our vision***

*We are committed to providing excellence everyday so each child can achieve, be happy and be successful in everything they do.  
Our Christian values foster love for ourselves and each other.*

## **Statutory Requirements**

RE, though not part of the National Curriculum, is required to have equal standing in relation to the core and other foundation subjects within the school's curriculum. The teaching of RE at Bartley follows the Attainment Targets and Programmes of study as set out in *Living Difference IV* (revised 2021), the local agreed syllabus for Hampshire Schools, following guidance in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. For the teaching of Christianity we use the resource *Understanding Christianity*. Parents have the right to withdraw their children from parts of or all RE lessons if they wish to. In accordance with our Terms of Union with the Church of England, religious education is given at least 5 percent of the curriculum time and is consistent with the faith and practice of the church.

## **The Aim of RE**

The school is committed to the encouragement of an open-minded approach through which pupils learn to respect and value the opinions and beliefs of others, as well as learning to express their own viewpoints on important issues. Therefore, their studies will acknowledge the fact that the religious traditions in Great Britain are mainly Christian, but also take into account the teaching and practices of other principal religions represented in the country. For Christianity we use the resource *Understanding Christianity* which aims to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

For the Hindu faith and Islam we follow Hampshire's *Living Difference IV* (2021) curriculum. This syllabus is committed to an education that takes seriously the importance of children and young people exploring their own lives in relation to what it can mean to live with a religious orientation on life and other ways of life, including those informed by a non-religious perspective, and to engage with this intellectually. It is intended to provide the basis of good teaching in religious education and, as a result, be open to the plurality of ways in which people live within our local and national communities and the world.

## **Aims**

- To enable pupils to express and develop their own beliefs and values.
- To encourage children to value and respect the beliefs of others.
- To foster an attitude of fair-minded and empathic enquiry towards the whole range of religious and non-religious convictions.
- To develop an awareness of the spiritual dimension of life.
- To raise awareness of experiences and concepts basic to all religions, in order to clarify and enlarge ideas, giving a more coherent view of particular religions.
- To develop a more reflective approach to life.
- To further develop the Christian ethos within the school.

## **Approach to RE**

Religious Education is often taught as a separate subject, but is taught alongside and in conjunction with other areas of learning when this is beneficial to pupil's knowledge and understanding. The *Living Difference* syllabus is based upon the understanding and

responding to **key concepts** within major religious traditions and non-religious beliefs. Three types of concepts will be explored across KS2, following the model process of learning stated in the syllabus. Type A concepts are those that are common to all people such as celebrations. Type B concepts are those common to most religions such as worship and type c concepts are those specific to a religion such as the Christian idea of the Trinity.

There are twenty-four RE topics covered at Bartley Church of England School, taught as six half-termly units in each year group. Four of the six units for each year group focus on Christianity. At Bartley we explore concepts within religious education with our Big Idea Days. In years 3 and 4 children study Christianity and the Hindu faith and in years 5 and 6 they study Christianity and Islam.

See Appendix 1 for school overview of topics.

### **Time Allocation**

The time allocation for the teaching of RE in Bartley School is 45 hours per year, as recommended for Key Stage Two in *Living Difference* (Revised 2011). RE is taught in blocked units of time either through the majority of the unit being taught through RE days or in a blocked series of afternoons in the same week.

### **Strategies for the teaching of RE**

The teaching of RE will be in accordance with the school's Teaching and Learning policies.

The RE planning documents for Living Difference:

- State the unit, key concept and its key questions
- Identify key concepts, skills and attitudes covered
- State the intended learning objectives/learning outcomes (the learning journey)
- Indicate the Programmes of Study covered
- Focus the enquiry and skills model process of learning stated in the Agreed Syllabus
- Links are identified with thinking skills, ICT, creative arts such as drama, art, music and literacy (especially writing opportunities)
- Indicate any assessment opportunities
- List resources required
- Planning is to be used in blocks of time.

The resource 'Living Difference' approaches learning to achieve the outcomes, by making sense of the text, through looking at the impact on the world of the Christian, and then helping to make connections with the world of the pupil.

### **Equal Opportunities**

All pupils, regardless of religion, race, gender, ethnicity, age or ability, are given access to this area of the curriculum. Bartley is a Church of England school and pupils are expected to participate, however we accept that, on occasion, some parents may wish to exercise their right to withdraw their child.

Religious Education allows pupils to engage with a range of issues. Some children could potentially feel vulnerable especially if they are in a minority. Staff seek to provide a safe environment for fair-minded and sensitive enquiry.

Children with Special Educational Needs (including those who show particular ability in this area) have equal access to the RE curriculum. Differentiated activities are made explicit at the short-term planning stage, allowing all children to work at an appropriate level, thus enabling them to achieve to the best of their ability.

## **Responsibilities for RE**

It is the responsibility of the RE Leader to oversee and monitor the development of RE within the school. This includes:

- To foster high expectations of teaching and learning in RE for all children
- To take the lead in policy development
- To ensure that RE is managed and organised to meet the school's teaching and learning policies
- To ensure continuity and progression in RE throughout the school through development of the long and medium-term planning
- To support guide and motivate colleagues
- To monitor progress in RE, including the collection of samples of work, pupil conferencing and teaching and learning observations
- To set priorities and targets to further develop provision, with particular reference to the school strategic priorities
- To take responsibility for the purchase and organisation of resources
- To keep up-to-date with developments in RE and advise colleagues of these developments where appropriate
- To ensure opportunities to reflect on our school values: love, friendship, trust, thankfulness and responsibility are taken.

It is each teacher's responsibility to teach RE according to the planning within the identified time. Short term planning will be produced by the year group teaching that unit of work.

## **Assessment, Recording and Reporting**

Assessment in RE should be manageable, informative, useful, simple, effective and reliable. Assessment is carried out in order to:

- Inform teachers of the effectiveness of the RE which is planned and delivered
- Inform further planning
- Provide the pupils with some idea about how well they are doing and how to improve
- Enable teachers to inform parents of their child's RE development

There are some aspects of RE that cannot be assessed such as the spiritual dimension of RE as this is elusive and pupils' responses and ideas are personal.

Assessment opportunities are stated on the medium-term planning. These can be identified within some of the learning activities that relate directly to the learning objectives.

There is an expectation to only formally assess children on a specific aspect of RE for every unit taught. These include statements relating to some of the assessment opportunities stated on the medium-term plans and reflect the concept progression wheel (Living Difference page 18) and from the Understanding Christianity units booklets.

It is a legal requirement to report annually to parents on RE. This report will be based on evidence of progress recorded on curriculum overviews. Teachers may also choose to include comments about a pupil's progress in a particular unit or topic referring to their level of interest, enthusiasm, effort and/or a distinctive piece of work.

Both Living Difference and Understanding Christianity have end of key stage and end of year 2, 4 and 6 expectations.

## **Monitoring**

The aims of monitoring in RE are to:

- Ensure that the learning outcomes detailed on the medium term plans are being met
- Collect evidence of children's work in order to create a Samples of Work Portfolio, exemplifying standards
- Identify aspects of RE where development work is needed
- Consider what further resources, Continuous Professional Development (CPD) and In Service training (INSET) are required to deliver the RE curriculum effectively
- Consider the extent to which it contributes to the spiritual, moral, social and cultural development of pupils

## **Resources**

The RE resources are organised in topic boxes, according to the religion to which they relate and are stored in the resource corridor. These resources include religious artefacts, photo packs with teacher notes, books, DVDs and information sheets. Resources specific to a year group planned units are kept in folders by the year team and planning and resources are accessible via the Staff Pool on the school's network.

Provision is made for visitors from a variety of faiths to visit the school. Additionally, trips are arranged for the children to visit and learn about faiths in the local area, in particular visits to our linked church of St Mary's Copythorne. Where it enhances learning, use of the internet, interactive sites or computer software are used.

Last review: November 2024

Next review: November 2026

## Appendix 1 – Overview

Below is the long-term map for religious education. Our Christianity curriculum from Understanding Christianity is in purple and our Hindu Faith and Islam curriculum from Living Difference IV is in red. Golden Threads (Community, Belonging, Special and Love) are revisited throughout.

Key Stage 2	Autumn	Spring	Summer
Year 3	<b>Light as a symbol</b> Hindu festival of Diwali A Concept	<b>Good and Evil</b> Hindu festival of Holi A Concept <i>Golden Thread: Love</i>	<b>2a.1 creation/fall</b> What do Christians learn from the creation story?
	<b>Angels:</b> What is the purpose of Angels in the bible?	<b>2A.5 Salvation:</b> Why do Christians call the day Jesus died ‘Good Friday’? (Core Learning)	<b>2a.2 People of God</b> What is it like to follow God? <i>Golden Thread: Belonging</i>
Year 4	<b>2A.4 Gospel:</b> What kind of world did Jesus want? <i>Golden Thread: Community</i>	<b>Devotion</b> Hindu festival of Mahashivrarti A Concept <i>Golden Thread: Love</i>	<b>2A.6 Kingdom of God:</b> When Jesus left; What was the impact of Pentecost?
	<b>2A.3 Incarnation/God:</b> What is the Trinity? (Core and Digging deeper)	<b>2A.5 Salvation:</b> Why do Christians remember the events of Holy Week every year? (Remaining Core and Digging deeper)	<b>Worship</b> Hindu Worship (Visiting Hindu temple) B Concept <i>Golden Thread: Special</i>
Year 5	<b>Authority</b> The Qur’an A Concept	<b>2B.1 God:</b> What does it mean if God is Holy and Loving? <i>Golden Thread: Love</i>	<b>2B.3 People of God:</b> How can following God bring freedom and justice?
	<b>2B.4 Incarnation:</b> Was Jesus the Messiah?	<b>2B.6 Salvation</b> What did Jesus do to save Human Beings?	<b>Submission</b> Mohammed and the Qur’an A Concept
Year 6	<b>2B.5 Gospel:</b> What would Jesus do?	<b>Umma (Community)</b> The five pillars of Islam C Concept <i>Golden Thread: Community</i>	<b>Sacred Places</b> Mosque (Visit to Mosque) B Concept <i>Golden Thread: Special</i>
	<b>2B.8 Kingdom of God:</b> What kind of King is Jesus <i>Golden Thread: Love</i>	<b>2B.7 Salvation:</b> What difference does the resurrection make to Christians?	<b>2B.2 Creation/fall:</b> creation and science: conflicting or complementary? <i>Golden Thread: Belonging</i>