

<b>Vision statement</b>
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.
<b>Aims</b>
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective School Teams, is financially secure, and ensures effective governance.
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the Trust.
To successfully engage and communicate with parents/carers in our local communities, supporting the children's progress, well-being and achievement.

## Religious Education Policy for Church Schools

<b>Purpose</b>
RE is an important part of the broad and balanced curriculum and is therefore taught in a cross curricular approach to ensure it has meaning and purpose. Through our RE curriculum, we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes.

**September 2021**

<b>Policy Version</b>	<b>V1.0</b>	<b>Next Review Date</b>	<b>09/22</b>
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## **The Aim of Religious Education**

The aim of teaching Religious Education is to support and challenge pupils to reflect upon, develop and affirm their own beliefs, values and attitudes and those of others through an exploration of shared human experiences. Learners will develop a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world.

At Bridge Schools Trust we aim to:

- enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide
- enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values
- provide a challenging and robust curriculum that draws on the richness and diversity of religious experience worldwide.

## **Entitlement**

Religious Education accounts for no less than 5% of the curriculum. The amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up into smaller sessions. However, over the whole year class teachers ensure that all children have equal access to the required amount of Religious Education curriculum time.

Teaching about the Christian faith accounts for 60% of our RE curriculum time and we predominantly use the "Understanding Christianity" resource to deliver this strand of RE. We have also adopted the Cornwall Agreed Syllabus 2020 which supports us to deliver high quality teaching and learning about other world faiths, including Judaism, Hinduism & Islam.

## **Right to Withdraw**

Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum although this should only be done once the parents have given written notice to the school governors. The school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements.

## **The Spiritual Moral, Social and Cultural Development of our children**

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of children. What children learn about others and themselves in RE and across the curriculum they can apply in their daily lives.

## **Our Approach to Religious Education**

We believe that there should be no presumptions made as to the religious backgrounds and beliefs and values of the children. All staff are expected to work together to achieve our aims, guided by our vision statement. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.

All religions and their communities are treated with dignity, respect and sensitivity and we value the links that can be made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry, the answering of 'big questions' and first-hand experiences wherever possible for both staff and children. The syllabus is implemented by means of a highly sensory approach, where children may look at and handle religious artefacts, hear religious music or taste food from a religious tradition. Work in Religious Education builds on the pupils' own experiences and uses contemporary issues to stimulate discussion.

## **Teaching and Resources**

Religious Education will be taught mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers. Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.

Our curriculum will be enriched by visits to places of Christian worship and also places of worship for other religions such as Piety Mosque and the Synagogue in Plymouth.

A variety of teaching approaches are encouraged:

- Teacher presentations, role play and story telling
- Questions and answer sessions, discussions and debates
- Individual and group research
- Photographs, pictures and maps
- IT, film, podcasts, radio, websites, newspapers to research and communicate ideas.

## **Links with Other Subjects**

Religious Education has links with other areas of the curriculum including English, Geography, Music, Dance, History and Art. It is also linked to the way in which the school organises its Collective Worship. For example, during the variety of forms of collective worship there will be time given for the members of the school community to reflect; there will be opportunities for spiritual development, a particular Religious Education theme may be developed; class teachers may use their year-group theme as part of an act of worship in the classroom; the overall framework for Religious Education may be used in planning collective worship for the whole school; and visitors from one of the religions being studied may take part or be involved in a whole school assembly. Religious Education also provides opportunities for teaching the following cross-curricular dimensions – Equal Opportunities, British Values, Personal, Social and Health Education.

## **Planning, Assessment, Reporting and Record Keeping**

Each lesson is matched to an outcome from the Cornwall Agreed Syllabus (2020) or Understanding Christianity and the outcomes are monitored to ensure curriculum coverage. We assess attainment in RE using a range of formative assessment strategies which are part of our everyday teaching – e.g. observation, questioning, discussion, written work. At the end of units, children will be assessed as 'working below the expected standard', 'at the expected standard' or 'above the expected standard'.

This information is then used to inform future planning to ensure all pupils make good levels of progress. The majority of feedback in RE will be verbal and provided 'in the moment' to support children in moving towards their next steps in learning.

### **The Religious Education Subject Leader**

The Subject Leader for RE is responsible for the development of Religious Education as a subject throughout the school. They will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate. They are responsible for helping staff to plan Religious Education for a particular class; monitoring planning and monitoring what is taught in Religious Education by spending time in classrooms and looking at children's work, as well as talking to pupils. Members of staff, as well as the Subject Leader, attend Diocesan RE Training and other RE conferences and meetings when possible.

### **Monitoring and Evaluation**

The Headteacher and the RE subject leader are responsible for monitoring and evaluation. The RE curriculum is monitored and evaluated through lesson observations, scrutiny of work and conversations with children, staff and pupils. This process is led by the Subject Leader but all staff, as well as members of the governing body, take part. Throughout the year, all staff are encouraged to feed back information and ideas to the RE Leader and this may include comments as to how a particular curriculum unit is progressing, and the work that the children are undertaking, or comments as to the availability and suitability of resources.