

## **Holbeach Bank Academy Religious Education Policy**

**September 2023**

**Holbeach Bank Academy**

### **Mission Statement**

At Holbeach Bank Academy children are at the centre of our ethos. Our focus is the whole child. Within a caring and safe environment, together as staff, parents and a community, we nurture the academic, physical, social and emotional well-being of each and every child. Everyone's self-esteem is fostered by positive relationships. Our children are individuals and have the right to be stimulated, feel confident and successful to become life-long learners.

Holbeach Bank Academy stands for Hope, Believe and Achieve taken from our family of academies within the Lincolnshire Educational Trust

### **Religious Education at Holbeach Bank Academy**

Holbeach Bank Academy is a school for children in the age range 4 to 11. We work to the Lincolnshire Locally Agreed Syllabus for RE. This is further supplemented by Discovery RE.

At Holbeach Bank Academy, we recognise the opportunities that Religious Education offers for pupils to encounter a range of religions and worldviews. This is consolidated by not only covering Christianity throughout our pupil's schooling, but also Islam across both key stages and additionally Hinduism in Key Stage Two.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect and welcome this variety of backgrounds.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British Values, including respect for and tolerance of different faiths and beliefs (for further information please see our British Values policy). We challenge racism and all forms of prejudice and we see Religious Education as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

Religious Education learning is enhanced by visits to local places of worship (including St Luke's Church and All Saints Church) for services throughout the year. We have a good relationship with the local vicar and church child worker who frequently visit school to deliver assemblies and offer their insight in Religious Education lessons.

### **Aims and Purposes of Religious Education**

In a world of confusion and shifting values, pupils need accurate information and a helpful environment in which they can explore and form their own values and develop skills to deal with life's joys, sorrows and questions.

Religious Education provides opportunities for our pupils to:

- Develop their knowledge and understanding of, and their ability to respond to, Christianity and other principal religions represented in Great Britain;
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individual, societies, communities and cultures;

- Consider questions of meaning and purpose in life;
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues;
- Develop their sense of identity and belonging, preparing them for life as citizens in a multicultural society;
- Develop enquiry and response skills through the use of distinctive language, listening and empathy;
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

## Legal Requirements

The statutory requirements are to be found in the Education Act (1944) and the Education Reform Act (1988).

1. Religious Education is part of the basic curriculum but not of the National Curriculum. It must be taught according to locally agreed syllabus prepared by a specially convened standing conference.
2. Religious Education must be provided for all registered pupils. Parents have the right to withdraw their children from RE lessons.

It is the expectation of the Church of England Education Office that Religious Education should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for Key Stage One and 45 hours per year for Key Stage Two. This time is arranged as discrete hour-long lessons per week and/or in a range of ways, including discrete weekly or fortnightly lessons and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

## Teaching and Learning Style

OfSTED guidance encourages a range of teaching and learning styles in Religious Education. Therefore, wherever possible, pupils should be actively engaged in exploratory and experimental learning including opportunities to:

- Observe religious artefacts, paintings, books, photos, pictures etc;
- Gain first-hand knowledge through direct questioning;
- Studying sacred texts and stories;
- Visit places of worship in a planned and structured way;
- Meet and talk to believers of various faiths in a planned and controlled situation.

Learning should be geared to more than the accumulation of factual knowledge and personal experiences. Opportunities for analysis and evaluation are especially important and must be given to enable the pupil to develop those insights and deeper perceptions that lead to understanding. This is highlighted in our Discovery RE programme of learning; pupils are prompted to develop their deeper thinking skills through an enquiry approach in relation to key aspects of Christianity, Islam and Hinduism. Through the enquiry approach children are given key question such as, 'Does God want Christians to look after the world? Through a teaching sequence of engagement, investigation, evaluation and expression, pupils relate to

personal experience and develop their knowledge of the creation story, applying what they have learnt to the key question. As RE is equally concerned with understanding the feelings and attitudes of others. This requires both openness and sensitivity, and a degree of imagination in order to empathise with and see the world through the eyes of another person all of which are promoted through the Discovery RE programme.

## **Curriculum Planning in Religious Education**

Our Religious Education Scheme of Work is based on the Lincolnshire locally agreed syllabus. RE will be based around compulsory units from the syllabus and Christian units from Discovery RE programme. At Key Stage One, the principal religions studied will be Christianity and Islam. At Key Stage Two, the principal religions studied will be Christianity, Islam and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at Holbeach Bank Academy, although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their Religious Education curriculum.

We carry out curriculum planning for Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied throughout the school; the medium-term plan gives details of each unit of study delivered to each Key Stage. As we have mixed-age classes, we carry out the medium-term planning on a two-year cycle. The class teacher writes the plans for each lesson. These are discussed on an informal basis with the Religious Education Subject Leader and form part of the annual monitoring process for Religious Education teaching and learning.

## **Assessment**

The Lincolnshire locally agreed syllabus for Religious Education provides descriptions of best practice in Religious Education assessment and monitoring; we reflect these in our planning outcomes, ensuring that work is both matched to pupil need and enables progression. The Discovery RE programme also has intended outcomes for each unit, assessing the depth of pupils understanding and application of knowledge. We provide an annual report on each pupil's progress in Religious Education. This report will be based on regular monitoring of work in Religious Education, using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work. The focus of this monitoring will be the two attainment targets: learning about religion and learning from religion.

## **Expectations and Outcomes**

By the end of the Foundation Stage, most pupils will have had opportunities to:  
Find out and learn about the world they live in;

- Learn about the beliefs and cultures of others;
- Share in the celebration of different festivals;
- Hear stories from a variety of cultural and religious traditions.

By the end of Key Stage 1, most pupils will be able to:

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

By the end of Key Stage 2, most pupils will be able to:

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## **Equal Opportunities**

All pupils are provided with equal access to the Religious Education curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **Withdrawal from Religious Education**

We acknowledge the right of parents/guardians to withdraw their pupils from Religious Education lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their pupil from Religious Education lessons or a teacher wish to refuse to teach Religious Education, we require that written notice be sent to the school governors.

Should a parent/guardian request that their pupil be withdrawn from Religious Education, we will endeavour to communicate clearly the place of Religious Education within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from Religious Education lessons, the school is required to provide supervision, but should not incur any additional cost in so doing and is not obliged to provide alternative work.

Any queries regarding withdrawal from Religious Education should be directed to the Subject Leader in the first instance, and thereafter to the principal.

## **Roles and Responsibilities**

The Religious Education leaders are responsible for monitoring the standards of pupils' work and the quality of teaching in Religious Education. S/he is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. S/he will review samples of work and visit classes to observe teaching in the subject.

The class teacher will:

- Be responsible for teaching Religious education as set out in the policy.
- Provide planning and samples of work to the subject leader.
- Assessing pupil's work through their professional judgement and marking in order to detail future planning.

To be reviewed: September 2025