



Religious Education

Hanbury C E First School

Adopted by	Hanbury CE First School Governing Board
Governors' Committee Responsible	SIC
Status & Review Cycle	Every 3 years
Staff Lead	RE Lead
Date of approval	March 2024
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Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The Principals aim is to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs
2. understand the impact and significance of religious and non-religious beliefs
3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

The above are taken from Worcestershire Agreed Syllabus for RE 2020–2025.

At Hanbury C. of E. First School we teach the children about the importance of our core Christian values of **Friendship, Respect, Kindness, Trust, Forgiveness and Endurance** and in doing so we aim to:

- To develop a sense of awe, wonder and mystery
- To enable pupils to develop knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain
- To develop understanding of the ways in which beliefs influence individuals, societies, communities and cultures
- To provide opportunities for personal reflection and spiritual development
- To develop in pupils a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth
- To encourage pupils to develop a positive attitude towards other people who hold religious beliefs different from their own
- To explore how religious values and teachings have an impact on actions and decisions for people of faith
- To develop pupils' willingness to challenge religious, racial and cultural stereotyping
- To demonstrate an understanding of the Spiritual, Moral, Social and Cultural experiences offered

Religious Background

Hanbury C. of E. First School is controlled and maintained by the Local Authority receiving constant literature and guidance from the Diocese of Worcester. As a school, we are committed to the Church of England's Vision for Education, Deeply Christian, Serving the Common Good (July 2016). The school retains, and is constantly building upon, its close links with the local Church and the wider community.

We have developed 6 strong Core Christian Values which are embedded across the curriculum. These are **Friendship, Trust, Respect, Forgiveness, Kindness and Endurance**. The children learn about their meaning and how these relate to the life and teachings of Jesus Christ.

Equal Opportunities

At Hanbury C. of E. First School we believe that R.E. makes a valuable contribution to the education of all children and, as a result, believe that all children should have equal access to R.E. so that they may have the opportunity to progress and demonstrate achievement irrespective of religion, ability, race, gender, culture or achievement.

Where children are identified as having special educational needs or being more able, teachers endeavor to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the

Worcestershire Agreed Syllabus for Religious Education. This is supported by two schemes of work recognised within the Diocese, Understanding Christianity and R.E. Today.

Right of Withdrawal

Parents have a legal right to withdraw their children from religious education lessons, on the grounds that they wish to provide their own religious education. But as RE is central to the life and identity of the school, we would ask parents to discuss with the Headteacher any reasons they might have for doing this. Alternative arrangements will be made to ensure the welfare and education of any child withdrawn from Religious Education when the subject is being taught, if necessary.

Entitlement

Religious Education (RE) is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum. RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England. The 'basic' school curriculum includes the national curriculum, RE and relationships, sex and health education.

Hanbury C of E First School is voluntary controlled (VC) school with a religious character and therefore follows the Worcestershire agreed syllabus for RE 2020-2025.

As a school, we will ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

In order we deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE. This is set out below, and based on the most recent national guidance.

Reception (4-5 year olds) 36 hours of RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

Key Stage 1 (5-7 year olds) the pupils will have 36 hours of lessons per academic year (e.g. 60 minutes a week, or less plus a series of RE days).

Lower Key Stage 2 (7-9 year olds) the pupils will have 45 hours of lesson per academic year (e.g. 75 minutes a week or less plus a series of RE days).

RE is different from assembly/collective worship. Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice. The times given above are for RE. RE should be taught in clearly identifiable time. There is a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of religious education. Where creative curriculum planning is used, schools must ensure that RE objectives are clear.

In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning.

This agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the Worcestershire Agreed Syllabus 2020-2025. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units. Pupils of Hanbury C. of E. School are to study in depth the religious traditions of the following groups:

Reception Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 Christians, Jews and Muslims.

Key Stage 2 Christians, Muslims, Hindus and Jews.

Planning

Religious Education is taught as a separate subject in its own right but may be linked to other areas of the curriculum, such as history, literacy and PSHCE or as part of a topic. As with all subjects, SMSC (Social, Moral, Spiritual and Cultural) education and learning about British Values, are fundamental and paramount in the planning and delivery of RE.

- Long Term Planning follows the Worcestershire Agreed Syllabus for Religious Education 2020-2025. The school has adopted the Understanding Christianity Scheme of work.
- Medium Term Planning is provided by a more detailed curriculum overview that takes into account the mixed ability within classes.
- Short term planning is the responsibility of the individual class teachers and takes into account the individual needs, learning styles and progression of the children within each class.

Teaching and Learning

RE is highly regarded within the school curriculum and is comparable with other core curriculum areas. From EYFS through to KS2, children develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection in order to deepen their understanding of the impact of religion and world views. In following the Understanding Christianity Scheme of work, the children engage with a variety of Bible texts in order to explore how Christians understand the core concepts of the Bible, thus allowing pupils to reflect on some of the questions and puzzles that arise and to consider any implications or connections with their own lives and that of others. The RE Today scheme of work is used to teach about other world religions.

RE offers a wide variety of teaching and learning experiences, understanding that children learn best in different ways. Children will experience opportunities to learn and express themselves through an enquiry based style of learning through listening to the teacher and each other, reading texts, seeking information for themselves, discussion with the teacher, visitors and children. They will use a range of media such as artefacts, pictures, photographs, music and drama as well as visits to religious establishments, outdoor learning and allowing time for reflection.

Assessment and Recording

The recording of children's progress is evidenced through a variety of sources including; recording in RE books, reflection books, observations, communications, photographs, drama, role play, and music. The assessment is ongoing and builds a picture of the child's progress and the attainment at the end of the unit of work. Children are judged to be **Emerging, Expected** or **Exceeding** in accordance with the R.E. Curriculum. A judgement will be formally recorded at the end of each unit taught. This will be a teacher assessment and is half termly unless the unit is a double unit. Percentages of emerging, expected and exceeding pupils will be calculate and recorded along with a short commentary to accompany/justify the attainment within the class.

Emerging - This means that the child is currently working towards the expected standard for his/her year group but they are not quite there yet.

Expected - This means that the child is working at the standard that we expect for his/her year group.

Exceeding - This means that the child is working above the standard that we expect for his/her age group and they have a deeper understanding of what they have been taught.

Visits to Places of Worship

Children visit the local Church; St Mary the Virgin Hanbury, for the main Christian festivals. Pupils also visit the church as part of their Religious Studies and, included in this, is the whole school visit where children have the opportunity to walk around the church and grounds and meet those associated with St Mary's.

Opportunities will also be sought to invite faith leaders and followers into school and visit other places of worship.