



BUSBRIDGE CE (Aided) JUNIOR SCHOOL

Religious Education Policy



This policy was updated by the Governing Body in the autumn term 2023
It will be reviewed in the summer term 2028

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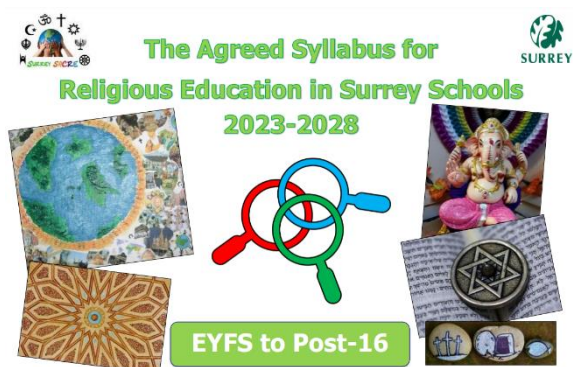
Philosophy

Children's religious education is one of the central purposes of our Church of England School. RE makes a distinctive contribution to the curriculum by developing pupils' knowledge and understanding of the religious and non-religious beliefs, practices and traditions that influence individuals, communities and cultures. It enables pupils to respond to important questions related to spiritual development and the meaning and purpose of life. It also helps to develop traits such as empathy, equality and tolerance.

Surrey Agreed Syllabus for Religious Education (2023 – 2028)

Our school follows the Surrey Agreed Syllabus for Religious Education. This was approved and adopted by Surrey County Council in May 2023, for use in Surrey's schools from 1st September 2023. The syllabus has been constructed to help schools to sequence their RE curriculum in a way that is coherent, utilises multi-disciplinary skills and builds pupils' schemata, from EYFS to KS4. In addition, the syllabus helps pupils to understand their own and others' worldviews, religious and non-religious, and appreciate the influences of these on everyday life.

The units of work outline **substantive knowledge, ways of knowing** (viewed through the multi-disciplinary 'lenses' of theology, sociology and philosophy) and **personal knowledge**, as well as key questions that might be asked to help shape the learning in different ways, and end of phase expectations. This supports the recommendations of Ofsted's RE Research Review (May 2021).



<https://www.cofeguildford.org.uk/surrey-agreed-syllabus/>

The Agreed Syllabus document provides key information on key areas, including SMSC/British Values, RE and Equality.

Aims

We share the Surrey Agreed Syllabus Curriculum Aim, which is to enable pupils to:

- Demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life.
- Recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world.
- Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience.
- Develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development.
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues.
- Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

Curriculum Intent

At BJS our Intent for RE is:

- To be equipped with knowledge and understanding of a range of religions and world views.
- To enable pupils to flourish as citizens in a pluralistic and global community.
- To understand own worldview and work out how that affects your view of the world.
- To promote spiritual, moral, social and cultural development.
- To enable pupils to explore the meaning of their existence and their purpose in life.
- To appreciate their own and others' contributions to society and the world
- To engender a sense of responsibility for themselves, others and the world around them.
- To help pupils consider their own beliefs, values and sense of self-worth, whilst also showing respect for other people's faith and viewpoint

Implementation

The **golden threads** throughout the primary Surrey Agreed Syllabus are for pupils to develop an understanding of RE through a **theological** (God), **sociological** (community) and **philosophical** (identity) perspective.

At BJS we use a range of resources to bring the subject alive. We also visit different places of worship and have visitors into school as experts on their faith or belief.

For details of our RE whole school plan please see **Appendix A**.

Impact

It is our aim that pupils are:

- **Confident** ~ in understanding that there are different world views and that opinions, beliefs and values are interrelated with the world view that each person holds. Pupils will feel confident in their own world view.
- **Valued** ~ pupils will value and respect the different world views that people hold and know that their world view should also be valued.
- **Prepared** ~ pupils will be informed and equipped to go out into the world and live amongst people with different world views.
- **Successful** ~ pupils will be successful in their relationships with other people who hold various world views.

Content of curriculum

As a subject, RE should take up between 5% and 10% of curriculum time (this includes Pause Days, for example). The teaching of RE is a statutory requirement and Christianity is the main area of study throughout Key Stage 2. Guidelines from the Diocese state that Christianity should be the majority religion studied in each year group, so at least 50% of RE curriculum time over a year. In the thematic units Christianity should also feature in more than 50% of the taught content. The remaining time is spent learning about other faiths and world views, as shown on our Plan Overview in Appendix A.

The Guildford Diocesan Guidelines sets out learning outcomes and possible learning experiences for each unit and lesson to assist the teacher's planning and delivery, to raise the standard of teaching and learning in RE and help improve the consistency and effectiveness of assessment in RE.

Planning and Delivery, Breadth and Balance

In our Church School, Christianity takes the central place in Religious Education. Other faiths, especially those represented by pupils in the classroom, should always be acknowledged and valued. We believe that planning, assessment and evaluation have an important role to play in the effective teaching and learning of RE. We have long, medium and short term plans in place, which are based on the new Diocesan Guidelines. Each year group plan together to ensure that there is parity between classes, and continuity of progression.

The RE subject leader oversees the subject, but RE is usually taught by the class teachers. RE is delivered through a mixture of class, group and individual work and learning results from role-play, visits, speakers and visitors in school and using artefacts. We also believe that time must be allowed for reflection within the RE curriculum, as well as across the whole school curriculum.

Links with other subjects

We aim to provide opportunities for links with other subjects such as P.S.C.H.E, English, History, Geography, Art, Music, Computing, Collective Worship and Class Assemblies.

Equal Opportunities

RE is planned to ensure that all children have full access to the curriculum regardless of gender, special needs or cultural background. The activities set will provide support or challenge where appropriate.

The Spiritual, Moral, Social and Cultural Development of Children

We aim to play an important role, together with other curriculum areas, in promoting the spiritual, moral, social and cultural development of our children.

Withdrawal from RE

Whilst we encourage all pupils to engage in RE lessons, we recognise that parents have the right to withdraw their children from RE lessons, collective acts of worship, assemblies and church visits. We will always seek to meet with parents to explore their reasons for requesting withdrawal. Arrangements are made so that these children are supervised whilst doing other curricular activities.

Assessment

We believe that Assessment is an important part of the teaching and learning process. Assessment in RE is ongoing, based on learning outcomes and objectives, as outlined by the new Diocesan Guidelines. Assessment refers to knowledge and understanding. It does not include the pupil's personal response or attitudes to RE.

Management and Development of RE

The RE subject leader, Mr Richard Catchpole, is responsible for managing and monitoring progress in RE by observing lessons and looking at planning and assessment. The subject leader also provides subject advice and maintains and updates resources. These are available in the RE cupboard (in the ICT suite), library, classrooms and Diocesan resource centre. Busbridge and Hambledon Church is also a valuable resource.

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Appendix One: **RE Curriculum Plan Overview** (from Sept 23)



Busbridge CE Junior School - RE Curriculum Plan Overview (from Sept 2023)

Vers 09.05.23

	Year 3	Year 4	Year 5	Year 6
Aut 1	Christianity: What's the bible's Big Story?	Sikh: What do Sikhs value?	Judaism: What does it mean to be part of a synagogue community?	Christianity: How is God Three – and yet One?
Aut2	Christianity: How can artists help us to understand what Christians believe?	Christianity: What did God promise to his people?	Christianity: What do Christians believe about creation?	Hinduism: What helps Hindus to worship?
Christmas Pause Day	Yes		Yes	
Spr 1	Judaism: What are important times for Jewish people?	Humanism: How do non-religious people celebrate new life?	Islam: What helps Muslims to live a good life?	Christianity: What do Christians believe about the Messiah?
Spr 2	Christianity: How did Jesus change lives?	Christianity: What did Jesus say about God's kingdom and why is it Good News?	Christianity: Why is the idea of 'rescue' so important to Christians?	Christianity: For Christians, what difference does it make to belong to God's Kingdom?
Easter Pause Day	Yes	Yes	Yes	Yes
Sum 1	Islam: How does 'ibadah' show what's important to Muslims?	Christianity: Is communion a celebration or an act of remembrance?	Christianity: How did the church begin, and where is it now?	Buddhism: What is the Buddhist Way of Life?
Pentecost Pause Day		Yes		Yes
Sum 2 (Thematic Units)	How do people try to make the world a fairer place?	What is the Golden Rule, why do so many people live by it?	How did it all begin?	Is Life a journey?