



Lavington Park Federation

Religious Education Policy

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Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

(Religious Education Statement of Entitlement February 2019)

1. INTRODUCTION

Graffham and Duncton Federation, pupils and their families can expect a religious education (RE) curriculum that meets legal requirements, is rich and varied and provides pupils with a thorough knowledge and understanding of a range of faiths and worldviews. As a church school we recognise the core place that RE occupies in relation to our Christian distinctiveness and regard RE as one of our core subjects. The teaching of Christianity sits at the heart of our RE curriculum and is informed by our school vision and values. We recognise the variety of religious and non-religious backgrounds that make up our school community and respect this variety of backgrounds in the spirit of Christian welcome. We actively promote British values, including the respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and discrimination. RE is one curriculum area in which our pupils encounter and critically reflect on a range of religions and worldviews.

As a Voluntary Controlled School we follow the Jigsaw RE Curriculum using their resources and an enquiry approach to engage pupils with Christianity and other religions and worldviews, focusing on significant theological concepts which develop and deepen pupils' own understanding of the world as part of their wider religious literacy. Links with our Christian values and our school vision support pupil's spiritual, moral, social and cultural (SMSC) development and we provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

2. AIMS OF RE AT DUNCTON AND GRAFFHAM FEDERATION

Our aims in RE for all pupils are:

- to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text
- to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied
- to engage with challenging questions of meaning and purpose raised by human existence and experience
- to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- to explore their own religious, spiritual and philosophical ways of living,

believing and thinking by:

- considering the 'big questions' raised by human experience and reflecting on how different religions respond to them
- responding to these questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience
- reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

3. CURRICULUM FOR RELIGIOUS EDUCATION

The RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective and critical manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of worldviews.
- reflects a good balance between the disciplines of theology and philosophy, to enable our pupils to hold balanced and well-informed conversations about religion and belief (religious literacy)
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form and identity in a range of religions and worldviews.
- encompasses the full range of abilities to ensure that children flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

Our RE curriculum map is based on the Jigsaw Syllabus and we use Discovery Education alongside to help us deliver this content effectively.

4. CURRICULUM BALANCE AND TIME

The content of RE follows the legal requirement to reflect the fact that the religious traditions of the UK are in main, Christian. Reflecting the statement of entitlement for RE, Christianity is the majority religion studied in each year group and comprises at least 50% of RE curriculum time in each academic year.

5. TEACHING AND LEARNING

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed

dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- posing and discussing 'big' and challenging questions
- reading and critically analysing texts
- interpreting information from different sources
- seeking information for themselves in libraries and on computers
- listening to and discussing with the teacher and other pupils
- engaging in individual, paired and other group work
- drama, experiencing visits and visitors
- taking part in outdoor learning
- taking time for reflection

Teaching in RE challenges stereotypes, misinformation and misconceptions about religions and worldviews. Lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

6. CROSS-CURRICULAR LINKS

Religious education supports the development of general educational attributes such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship. Where authentic opportunities exist, we make connections to learning in other subject areas in line with our school policy on teaching and learning.

7. RE AND INCLUSION

We teach RE to all pupils, whatever their individual needs. RE forms part of our commitment to provide a broad, balanced and inspirational education for all pupils. Through our RE teaching we provide learning opportunities that enable all pupils to make progress and work hard to meet the needs of all our pupils. Please see our inclusion policies for details.

8. HEALTH AND SAFETY

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- handle artefacts
- consume food
- visit places of worship/external organisations

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

9. RE LEADERSHIP

RE is a high priority for senior leaders. The schools have appointed Rev Vivien Turner and Father David Crook to liaise with senior leaders to monitor and evaluate the effectiveness of RE across the school.

The senior leaders in the school will:

- ensure that all pupils receive their legal entitlement of RE
- ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- monitor and review the implementation of policy and units of work
- monitor the quality and effectiveness of teaching and learning in RE and pupils' progress
- ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in.
- monitor, analyse and question RE assessments carried out by staff.
- liaise with the HT and governors to feedback on the monitoring and impact of RE across the school.
- attend high quality professional development opportunities.
- support colleagues by sharing new ideas and pedagogy, to help develop their subject. confidence and expertise through CPD opportunities and support sessions seek opportunities to share effective practice.
- oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

10. RESOURCES

The RE budget is allocated to enable a range of high-quality resources on different religions to be purchased. The school makes use of guidance material produced by the Diocese. Funding will also provide CPD for staff. Resource banks will be available for both staff and pupils on the major religions and world views.

11. LEGAL REQUIREMENTS

Religious Education is provided for all registered pupils in accordance with the statutory requirements. (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*). The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

Parents have the right to withdraw pupils from RE. We comply with any request from a parent to withdraw their child. However, in view of the Christian ethos and distinctive Christian character of our school, we hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child will discuss this with the headteacher before making their decision. Any queries about withdrawal from RE should be directed to the Headteacher.

We acknowledge that teachers also have the right to withdraw from teaching RE. However, as a church school all members of staff are asked to support the

Christian ethos of the school and therefore, we expect teaching staff to teach RE when asked to do so. Any member of staff wishing to withdraw from teaching RE should discuss their wishes with the Headteacher. Should a member of staff still seek to withdraw following this discussion they should provide written notice to the Headteacher and governing board.

This policy has been adopted by the Governors in consultation with senior leaders and teaching staff.