

High Wycombe Church of England School



POLICY: RELIGIOUS EDUCATION

COMMITTEE:

CURRICULUM

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HIGH WYCOMBE CHURCH OF ENGLAND SCHOOL

Religious Education Policy

‘Be strong and courageous’

Introduction

In High Wycombe C of E School, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and of no faith. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions. We encourage all to take a strong and courageous approach to their learning in this subject.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). High Wycombe Church of England School is a Voluntary Aided school, and teaches Religious Education in accordance with the Buckinghamshire Agreed Syllabus. It also reflects the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. Religious Education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and of no faith. This is religious literacy.

Therefore, the aims of RE in our school 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 landscape and heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum and Time Allocation

The RE curriculum at High Wycombe C of E School has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus; Judaism in KS1, Hinduism, Islam and non-religious worldviews in KS2.

Religious Education Content

Religious Education is taught through a series of enquiry questions, using resources from **Understanding Christianity** and the **Oxford Diocese Scheme of Work (2023)**, as part of our own developed RE curriculum, in line with the Buckinghamshire Agreed Syllabus (2022–2027).

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Key Question: Who is special and why? Religion: Christianity	Key Question: Why do Christians perform Nativity Plays at Christmas? Religion: Christianity UC Concept: Incarnation	Key Question: How do people celebrate? Religion: Christianity, Islam	Why do Christians put a cross in an Easter Garden? Religion: Christianity UC Concept: Salvation	Key Question: Why is the word ‘God’ so important to Christians? Religion: Christianity UC Concept: Creation/God	Key Question: What makes places special? Religion: Christianity, Islam
Year 1	Key Question: Who made the world? Religion: Christianity UC Concept: Creation	Key Question: Why does Christmas matter to Christians? Religion: Christianity UC Concept: Incarnation	Key Question: What do Christians believe God is like? Religion: Christianity UC Concept: God	Key Question: Why does Easter matter to Christians? Religion: Christianity UC Concept: Salvation	Key Question: How and why is Shabbat important to Jewish people? Religion: Judaism	Key Question: What do different Jewish people believe about God? Religion: Judaism
Year 2	Key Question: What is the good news that Jesus brings? Religion: Christianity UC Concept: Gospel	Key Question: Why does Christmas matter to Christians? Religion: Christianity UC Concept: Incarnation – Digging Deeper	Key Question: Why is Passover important to Jewish people and how do they celebrate it? Religion: Judaism	Key Question: Why does Easter matter to Christians? Religion: Christianity UC Concept: Salvation – Digging Deeper	Key Question: What does Torah mean for Jewish people? Religion: Judaism	Key Question: In what ways is the synagogue important to Jews? Religion: Judaism
Year 3	Key Question – Why is Diwali important to Hindus and how do they celebrate?	Key Question: What do Christians learn from the Creation story?	Key Question: What is it like to follow God? Religion: Christianity UC Concept: People of God	Key Question: Why do Christians call the day that Jesus died Good Friday? Religion: Christianity	Key Question: How do Hindus understand who God is? Religion: Hinduism	Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism

	Religion: Hinduism	Religion: Christianity UC Concept: Creation/Fall		UC Concept: Salvation		
Year 4	Key Question: Why are sacred texts and holy books so important? (Sacred Texts) (Bucks Agreed Syllabus – 2022-2027) Religion: Christianity and Islam	Key Question: What is the Trinity? Religion: Christianity UC Concept: Trinity/Incarnation	Key Question: Why do religions and non-religious groups celebrate important moments in life? (Rites of Passage) (Bucks Agreed Syllabus – 2022-2027) Religion: Christianity, Islam and Humanism	Key Question: Why do Christians remember the events of Holy Week each year? Religion: Christianity UC Concept: Salvation – Digging Deeper	Key Question: When Jesus left what was the impact of Pentecost? Religion: Christianity UC Concept: Kingdom of God	Key Question: Are places of worship really needed? (Religious buildings) (Bucks Agreed Syllabus – 2022-2027) Religion: Christianity and Islam
Year 5	Why do Hindus try to live a good life? Religion: Hinduism	Key Question: Was Jesus the Messiah? Religion: Christianity UC Concept: Incarnation	Key Question: What role does worship play in the life of a Hindu? Religion: Hinduism	Key Question: What kind of king is Jesus? Religion: Christianity UC Concept: Kingdom of God	Key Question: What does it mean if God is holy and loving? Religion: Christianity UC Concept: God	Key Question: Do we need a deity to be committed to creating a better world? Religion: Religious and Non-religious worldviews
Year 6	Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Key Question: Creation and Science: conflicting or complementary? Religion: Christianity UC Concept: Creation/Fall	Key Question: What would Jesus do? Religion: Christianity UC Concept: Gospel	Key Question: What did Jesus do to save human beings? Religion: Christianity UC Concept: Salvation	Key Question: Does belief in Akirah (life after death) help Muslims lead good lives? Religion: Islam	

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons. **The time dedicated to RE is separate from the time given to Collective Worship.** In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning and Assessment

RE is taught using an *enquiry** based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible, pupils will encounter believers and visit places of worship.

*An enquiry-based approach is focused around Big Questions and an investigative approach, as recommended by the Diocesan Scheme of Work and Understanding Christianity.

It is recommended in the National Statement of Entitlement.

Inclusion

High Wycombe C of E School strives to be an inclusive school, fostering a sense of community and belonging through an inclusive ethos; a broad and balanced curriculum for every child; systems for early identification of barriers to learning and participation; high expectations and suitable targets for all children. (High Wycombe C of E SEN Policy)

A variety of resources, styles and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. To ensure this happens, teachers will provide suitably differentiated activities. For the lower attaining pupils, a narrower range of information could be used or they could receive increased support. The higher attaining pupils could be challenged by presenting them with more demanding sources, increasing their independence, extension tasks and by raising expectations on how they may communicate their ideas or findings. Open-ended tasks could be used to support this. Where necessary children with special educational needs should have their targets incorporated into the teacher's planning.

Assessment

Children will be assessed using the enquiry question and the knowledge and skills building blocks of each unit of work. Each enquiry question will have a Topic Page, printed and stuck into children's books. This will contain an assessment table to allow both the teacher and child to assess their learning. This will then follow the school's assessment policy of using triangles. Teachers will use the skills to make a judgement on whether the child is working at age related expectations at the end of the topic. Assessment will then be entered onto the assessment spreadsheet which the RE subject leader monitors for trends.

Teachers can collect evidence of children's attainment in a variety of ways:

- Observing pupils at work individually and in groups
- Questioning
- Talking to and listening to pupils
- A range of written tasks and oral presentations
- Use of sources
- Annotation of drawings/resources where appropriate

Work will be marked using the schools marking policy. When marking children's work the focus must be on the learning objective; whether the pupil has grasped the concept, skill, knowledge or

understanding. Verbal feedback could also be given when appropriate. When children have given oral presentations or created a practical piece, the camera or the iPad will be used to take pictures and videos as a way of recording evidence. Challenge questions will be used once every half term to monitor the children's understanding and application of their learning.

There is no statutory teacher assessment in KS1 and KS2 for RE.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject.

When a request to withdraw is received by a school, the request will be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school will make clear that the parent's right to withdraw their child has been granted and that they are not required to give reasons for their request.

Should parents take up the offer of a discussion, the school may seek to establish the religious issues about which the parent objects to their child being taught. Discussion may include the practical implications of withdrawal and the circumstances in which it may be reasonable to accommodate their wishes. Practical examples of how a school may reassure a parent who has withdrawn their child may include inviting the parent to observe a RE lesson, discussing curriculum documents and discussing the aims of RE in the school with them.

Policy Review

This policy is reviewed annually.