Cinnamon Brow C of E Primary School

Religious Education Policy

(Whole school including volunteers)

Presented to Govs:	Autumn 2024
Adopted by FGB:	November 2024
To be Reviewed:	Autumn 2025



Through the prophet, Jeremiah, God spoke to the Israelites when they were in a time of desperation as captives. This was not a promise of immediate rescue from their plight but God's hope of a future to see them through. The Israelites were encouraged to settle in the city that they now found themselves in. This verse is not an assurance to immediately rescue us from hardship or suffering, but rather a promise that God has a plan for our lives and regardless of our current situation, He can work through it to prosper us and give us a hope and a future.

Mission

God gave the Israelites a hope that their future would be bright. This is our aim for our school community: children, parents, governors, staff and local community. By providing an excellent well-rounded education, we will give our pupils and their families hope for their future, by enabling them to flourish.

At Cinnamon Brow the management of Religious Education is a distinctive role of the governors and headteacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school.

RE intent

At Cinnamon Brow, we believe that our curriculum 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.

We offer a high-quality sequential religious education (RE) programme which is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain.

The curriculum content is a balance of the three essential disciplines of quality RE, **Theology, Philosophy** and **Human Social Science**. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives.

RE aims to give children:

• 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 living, believing and thinking

At Cinnamon Brow we support children to become religiously literate, the expectation for pupils is as follows:

- Give the pupils a theologically informed and thoughtful account of Christianity as a living and diverse faith
- Show pupils an informed and respectful attitude to religions and world views in their search for God and meaning
- Engage pupils in meaningful and informed dialogue with those of all faiths and none
- Ask pupils to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions

This can be expressed in more detail and distinctively as:

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it
- responding personally to the stories and teachings of Jesus Christ
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith

How have we designed our curriculum at Cinnamon Brow?

RE at Cinnamon Brow is as ambitious as the National Curriculum.

At Cinnamon Brow, we strive to create a supportive and collaborative ethos for learning by providing a creative and question-based learning opportunities. Children will explore and record their findings through a variety of differing skills. We encourage first-hand experiences wherever possible and visits and workshops.

At Cinnamon Brow, governors have adopted the Blackburn Diocesan Board of Education Syllabus 'Questful RE', as recommended by Liverpool Diocese, which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016.

''In Church of England schools, the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy." RE Statement of Entitlement: The Church of England Education Office 2019

A high-quality sequential religious education programme is delivered to meet the statutory requirements.

We have designed the curriculum so that children revisit key themes each year, building on prior knowledge and developing the children's learning. Teaching of RE starts with our two year old children and is built upon up until Y6.
Having the Questful RE scheme provides a source of expertise and supports teacher subject knowledge. Additionally, it provides excellent resources to enhance RE provision across school and ensures that as a school we have access to the latest resources for RE. To support and ensure that we are looking outwardly, to further enhance implementation, we are part of the Grace Subject Leader Groups.

Our spiralling RE curriculum means that key themes are revisited progressively as children move through the school. We believe that this supports children in retaining and using the knowledge they have gained and helps to develop their world knowledge, making links and connections, linking to God's big story. Learning is planned to be revisited within a year and across years as this supports progressive understanding.

What does RE look like at Cinnamon Brow?
RE is taught weekly at Cinnamon Brow, with the amount of **time allocated to RE being at least 5%**. Within the curriculum time for RE, Christianity occupies **70%** of the time, with **30%** of RE curriculum time being devoted to the study of the World Faiths listed below and non-religious world views.

The RE entitlement is totally separate from the requirements for collective worship. Collective worship is not considered curriculum time for RE or the teaching of RE. Please refer to the Collective Worship policy.

At the core of each unit of work is the unit question. This structures the learning and guides the teacher to ensure there is a clear outcome for the unit. Medium-Term Plans (MTP) state the overarching unit questions, the lessons are then derived using the Questful RE scheme 'I can' and 'I know' statements, each lesson is based around one or more 'I can' and 'I know statements.

The structure for RE teaching is as follows:

- To begin with (this is the introduction to the unit)
- Text impact connection (This section contains the content for the exploration of Christianity in relation to the unit title and question. In some cases, this will be the content for the whole unit.)
- Link to world faiths (Here a quest begins to explore and discover the content of this unit in relation to the beliefs and practices of world faiths and views)
- Assessments (teachers use the Questful maps to inform their judgements alongside work completed in lessons)

Religious Education at Cinnamon Brow CE Primary School helps pupils to:

- learn about all faiths, their beliefs, traditions and practices and from them through encounter and dialogue
- recognise and respect those of all faiths in their search for God
- recognise areas of common belief and practice between different faiths
- enrich and expand their understanding of truth while remaining faithful to their own tradition
- enrich their own faith through examples of holy living in other traditions
- reflect theologically and explore the ultimate questions and challenges of life in today's society
- reflect critically on the truth claims of Christian belief
- see how the truth of Christianity is relevant today
- understand the challenge faced by Christians in today's pluralist and post-modern society
- develop the skills to handle the Bible text
- recognise that faith is based on commitment to a particular way of understanding God and the world
- begin to develop their own commitments, beliefs and values
- develop a sense of themselves as significant, unique and precious
- experience the breadth and variety of the Christian community
- engage in thoughtful dialogue with all faiths and traditions
- become active citizens, serving their neighbour
- find a reason for hope in a troubled world
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition

Religious Education at Cinnamon Brow CE Primary School enables pupils to:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity

- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith
- pupils from all faith backgrounds to understand and be encouraged in their faith
- pupils with no religious background to be given an insight into what it means to be a person of faith
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society

SEND Provision

Through inclusion for all, we strive to ensure that every child fulfils their own potential. We want all children to develop a sense of themselves as unique and precious. Teachers will plan RE sessions with children's needs and abilities in mind. As with all areas of the curriculum, differentiation ensures that children will receive further support if needed.

British Values Within RE

We recognise and respect people of different faiths. We give children the opportunity to discuss the importance of rules and the consequences of not following these. We want everyone to be able to talk freely about their own personal beliefs and practices without fear. We want to provide a safe place to explore the ultimate questions and challenges of life in today's society and give children the opportunity to engage in thoughtful, reflective dialogue with other faiths and traditions

The role of the RE subject leader is to:

- be responsible for developing annual action plan, monitoring and evaluating the success of the plan and reporting this to the SMT and Governors
- provide RE resources
- be responsible for the development of RE throughout the school
- monitor the effectiveness of RE in school and address any issues
- support teachers in the delivery of the RE curriculum
- be responsible for providing appropriate resources and developing staff expertise and knowledge by providing subject specific professional development
- disseminate new strategies and information

The role of the Governing Body is to:

- support teachers in providing effective and excellent religious education
- monitor standards in RE effectively

The Parental Rights of Withdrawal

Parents may legally withdraw their children from Religious Education.

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.