

# CHRIST CHURCH (BRONDESURY) CE PRIMARY SCHOOL

## Religious Education policy



<b>Responsible Governors' Committee</b>	<b>Full Governing Board</b>
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<b>Signature</b>	

# Christ Church (Brondesbury) CE Primary School

## School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

### **2 Corinthians 8:7**

*“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”*

Our vision is embedded within the Christian values of:

**Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.**

Our vision is expressed by all as “**Going for GOLD with faith**”.

This is explained and explored below:

Vision	Demonstrated as
<b>G</b> ive learning your best	<ul style="list-style-type: none"><li>• Try your best at everything</li><li>• Follow the “give me five” rules</li></ul>
<b>O</b> wn your choices	<ul style="list-style-type: none"><li>• Be respectful and polite</li><li>• Be honest and take responsibility for your words and actions</li></ul>
<b>L</b> ove yourself, as God loves you	<ul style="list-style-type: none"><li>• Love yourself, for you are special</li><li>• Love your neighbours with all your heart</li></ul>
<b>D</b> ream big, work hard and pray	<ul style="list-style-type: none"><li>• Aim high</li><li>• Always be ready to learn</li><li>• With prayer, everything is possible</li></ul>

**This policy reflects and supports our school vision in that through our teaching of RE and in our Collective Worship we strive to “...provide a supportive, safe and respectful environment in which all flourish...” This is also reflected in every strand of our Going for GOLD with faith statement.**

“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

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education (RE) and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school’s theologically rooted vision and associated Christian values.

### School context and expectations

At Christ Church (Brondesbury) C of E Primary School we believe that children should come to a knowledge and understanding of religious experiences, insights, beliefs and practices. Children should gain both a knowledge and understanding of religion as well as being taught to reflect on the meaning of religion through the 3 key strands of Philosophy, Theology and Human Sciences. Through gaining an understanding of religion in this way, children will develop the skills and language through which they will be able to search for, question and develop their own religious beliefs, as well as learning to respect and understand the beliefs of others. It is our belief that giving children the opportunity to explore the spiritual dimension of life is integral to the education of the whole child and impacts upon all areas of the curriculum.

Through Religious Education a wide variety of skills and knowledge are developed, including:

- *Investigation/exploration*: the ability to ask questions and explore different opinions; for example through interviewing people, discussions and observing the world about them, including religious festivals and artefacts.
- *Persuasion*: the ability to develop an argument.
- *Communication/expression*: the development of creative and artistic skills through expression of what they believe, what they have discovered or their responses to story, information or experience. Also, by encouraging children to pray out loud, and to lead others in the class and assembly in prayer.
- *Sensitivity/empathy*: which should enable the children to enter imaginatively into the view and practices of other people and so come to understand and respect them.
- *Knowledge*: of the Christian faith and of other religions.
- *Moral understanding*: children should develop not just knowledge of right and wrong but an understanding and personal conviction about why things are right and wrong, and an understanding about the importance of forgiveness.
- *Thinking skills*.
- *Self-understanding/reflection*: which should provide the opportunity for children to become aware of and develop their attitudes and beliefs.

As a Church school, our religious education and moral framework is based on Christian beliefs and practices, and Christianity is the main religion taught. Christian beliefs and values underpin our educational framework and ethos (see Vision Statement). However, it is also important to gain an understanding of and respect for other religions and these will be taught both formally, through units on some of the major world faiths, and informally especially through learning from the religions of children within our school community. Currently, children follow a number of religions, which include Christianity, Buddhism, Hinduism, Islam, Judaism and those of no religious affiliation.

## 2. What is RE?

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the aims and objectives of Religious Education in church schools 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.

## 3. Curriculum balance and time

Reflecting the school's trust deed or academy articles of association and funding agreement, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

### Foundation Stage

RE is woven into all aspects of the EYFS curriculum and is also taught as a standalone lesson on the timetable. In Reception class, this is based on the LDBS scheme of work.

RE objectives are covered through free play activities, circle time, prayers, and religious stories and songs. All major religious festivals are celebrated and experienced by the children. Children have access to a wide range of opportunities to extend their understanding of their own faith and the faith of others.

### Key Stage 1 and 2 (KS1 and KS2)

RE in KS1 and 2 is taught in blocks to ensure coverage, progress, quantity and quality of work, following the LDBS extended scheme of work (Bishop Winnington). RE is taught in 1-hour lessons and in addition, special days and celebrations.

Two thirds of RE teaching is Christian, and other religions e.g. Islam, Hinduism and Judaism are taught in the remaining time. Teaching includes recounts, poetry, role play, prayers, videos, photographs, drama, reflection time and evaluations.

## 4. Legal requirements

RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes. The school must comply with any request from a parent

to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the distinctively Christian vision of the school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

## 5. How we teach RE

RE at Christ Church (Brondesbury) C of E Primary School is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school theologically rooted vision.

## 6. The intent of the LDBS syllabus

- to enable all children to become religiously literate;
- to ensure RE enables all children to live life in all its fullness – Vision for Education (Church of England);
- to offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
  - ability to be critical thinkers;
  - ability to engage critically with texts;
  - ability to ask deep and meaningful questions;
  - ability to make connections within and across religions and worldviews;
  - ability to reflect, respond and express their own religious, spiritual and/ or philosophical convictions;
  - ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

To offer units of learning that:

- are rooted in theological concepts, strong subject knowledge and content;
- offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences;
- offer sequential learning both in terms of knowledge and skills across the primary age range.
- offer motivating, engaging and creative lessons for all children;
- provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.

To ensure the teaching of RE supports and enhances:

- the Christian vision of the school;
- and contributes significantly to the spiritual, moral, social and cultural development of children;
- and takes note of the Religious Education Church of England Schools – Statement of Entitlement;
- the Church of England’s vision for Education – every person deserves to live a ‘life in all its fullness.’

## 7. Implementation of the LDBS syllabus

Within every unit of learning the following steps take place as part of the learning process:

**Enquire:** Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, Philosophy or Human/ Social Science.

**Investigate/ Explore:** What is the religious content and context being explored? How deep can we go? This ‘explore’ stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to ‘deepen’ learning:

- interpreting and analysing sacred texts;

- using challenging and controversial questions;
- extended pieces of writing;
- discussion which continually asks 'Have we gone deep enough yet?';
- children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc);
- grapple with complex theological concepts, questions and issues.

**Evaluate/ Communicate:** What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/ practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

**Reflect on/ Express:** What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

### **8a. Early Years Foundation Stage**

See Section 3 – Curriculum balance and time.

### **8b. Religious Education in Key Stage One**

By the end of Key Stage One, we aim to ensure that all children:

- have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age-appropriate level;
- will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to have a religious or non-religious worldview;
- will have a religious vocabulary appropriate to their age and be able to ask important questions about life;
- will be able to recognise that others may have a different viewpoint to their own;
- some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.

### **8c. Religious Education in Key Stage Two**

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study three further world faiths.

By the end of Key Stage Two, our aim is that children will:

- be religiously literate at an age-appropriate level;
- able to use confidently a wide range of religious and philosophical vocabulary;
- have a solid understanding of Christianity as a diverse and global living faith and other world faiths studied and know what the impact of belonging to a faith has on a believers' life.

We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview. We aim for our children by the end of Key Stage Two;

- to be able to express and justify their own views with confidence;
- to be critical thinkers and be able to engage critically with Biblical and other sacred texts;
- to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they inhabit.

## **9. Access to the curriculum**

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts, knowledge, and to flourish. All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

### Impact of the LDBS syllabus

- children will be able to hold a balanced and well-informed conversation about religion and worldviews (Religious literacy);
- children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum;
- children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions;
- children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices;
- children will have developed a deeper understanding of what it means to live life in all its fullness.

## **10. Environment and Resources**

RE will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts.

The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

We aim to provide a rich, stimulating and engaging environment in which RE can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum.

We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community.

## **11. Planning, assessment, recording, monitoring and evaluation**

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is 2/3 Christian and 1/3 other major world faiths.

### Assessment

- Teachers should assess RE both formally and informally, using a variety of assessment techniques. Assessments should be in line with the school assessment policy.
- A termly assessment accompanies the scheme of work. This should be filled in on Target Tracker using level descriptors at the end of each term using both the results of formal assessment and work

in children's books. It should also be filled in informally indicating ongoing assessments made during the term.

- Assessments should inform planning.

**12. Standards and the quality of teaching and learning** are monitored and evaluated in the following way:

#### How we monitor & evaluate

- Monitoring and evaluation in RE follows the whole school cycle.
- Monitoring and evaluation will involve: collecting in assessments at the end of each term (whole class assessment sheet, samples of work), looking at samples of work, curriculum walks, lesson observations, collecting planning, and teacher evaluations.
- Monitoring will result in an assessment of what should be done to raise standards in RE.

#### **13. Continued professional development:**

The R.E. Leader attends the LDBS network meetings regularly and feeds updates and innovations back to school. These are also collected from the weekly LDBS bulletins, which the R.E. Lead and the Headteacher receive.

The Leader shares these updates with the staff through Professional Development slots, such as PDM input at staff meetings and ensure they become good practice through ongoing monitoring of teaching & learning.

#### **14. Parents and Carers**

As a school we recognise that a partnership with parents/carers is essential to help children flourish.

Parents are updated with their children's achievements and progress in R.E. through Parent Consultation meetings, photographs and reports on any R.E. themed workshops on the website and in the children's end-of-year reports.

#### **15. Role of the RE subject leader**

The subject leader will:

- ensure that all pupils receive their legal entitlement of Religious Education;
- ensure RE provision reflects the Church of England Statement of Entitlement;
- keep up to date with developments in the area of RE through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools;
- monitor and evaluate the planning, teaching and assessment of RE across the school in collaboration with the leadership team;
- support staff in the teaching of RE across the school through team planning, teaching and moderation;
- lead the review of the policies and impact of the syllabus on raising standards;
- plan and lead INSET and CPD to build on the staff's knowledge and practice of effective RE teaching;
- work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school;
- regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document;
- 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.