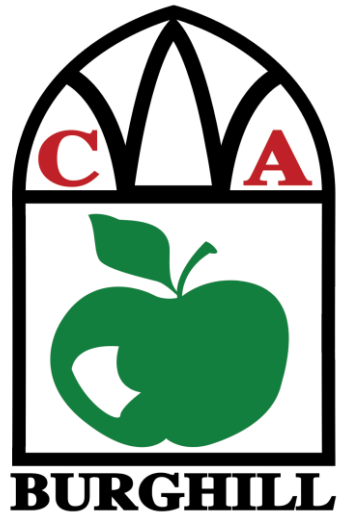


Respect 🍏 Resourcefulness 🍏 Relationships 🍏 Risk Taking 🍏 Resilience 🍏 Reflectiveness



Burghill Community Academy RE Policy



Reviewed: Autumn 2024
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Burghill Community Academy Religious Education Policy

Intent

At Burghill Community Academy, we believe that Religious Education (RE) plays an essential role in promoting the spiritual, moral, social, cultural, and intellectual development of our pupils. RE helps students gain a greater understanding of themselves and fosters a more sympathetic awareness of the needs of others. We aim for RE to be an exciting journey through which children learn about the diversity of the world and their place in it, developing a sense of respect and tolerance towards others.

In line with the **Herefordshire Agreed Syllabus**, we aim to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs.
2. Understand the impact and significance of religious and non-religious beliefs.
3. Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied.

This reflects our school's vision of fostering the 6 Rs:

- **Reflectiveness:** Encouraging pupils to reflect on their own beliefs and those of others.
- **Relationships:** Promoting understanding and respect for different faiths and cultures.
- **Resilience:** Building resilience through open discussion and understanding of diverse perspectives.
- **Resourcefulness:** Using knowledge from RE to navigate social and moral dilemmas.
- **Respect:** Teaching respect for others' religious and cultural traditions.
- **Risk-Taking:** Encouraging students to ask questions and explore complex ideas in religion.

Implementation

To make Religious Education a lively, active subject, we use a variety of teaching methods, including:

- Art, music, drama, and storytelling to engage students creatively.
- Periods of stillness and reflection to encourage personal thinking.
- Discussion and the development of thinking skills, promoting active dialogue and critical thinking.

Our pupils encounter local faith communities through visits to places of worship and interactions with visitors from different faith backgrounds. We maintain close links with the local church and community. For example, **Rev Dr Phill Brown** regularly visits to lead assemblies and engage with classes about Christianity. We also celebrate Christmas with a **Christingle Service** at **St. Mary's Church**, with participation from all pupils. Additionally, year groups visit the church as part of relevant topics (e.g., EYFS's visit during their "Special Places" theme).

In order to broaden our pupils' experiences, we encourage class visits to places of worship for other faiths and welcome visitors from various religious backgrounds. The RE section on our common staff platform provides a list of places of worship for all faiths and guidance for both staff and faith community members.

The Status of RE in the Curriculum:

- RE is an entitlement for all pupils and forms a necessary part of the **broad and balanced curriculum** at Burghill Community Academy. This aligns with statutory guidance for state-funded schools in England, including sixth-form students, unless withdrawn by parents.
- The RE curriculum reflects the plurality of religious traditions in Great Britain, particularly Christianity, while acknowledging the teachings of other principal religions. RE provides equal respect to different religious convictions and non-religious beliefs.

Curriculum Time Allocation:

- **EYFS/Key Stage 1:** 36 hours per year
- **Key Stage 2:** 45 hours per year

We follow the **Herefordshire Agreed Syllabus for RE 2020-25**, and our long-term plan outlines which areas of the syllabus are covered by each class. The religious groups studied are as follows:

- **Reception:** Christianity and other faiths, fostering a growing sense of self, community, and place.
- **Key Stage 1:** Christians, Jews, and Muslims.
- **Key Stage 2:** Christians, Muslims, Hindus, and Jews.

Our curriculum begins with encounters with living faiths, recognizing the diversity within and between religious communities. We aim to be inclusive of both religious and non-religious worldviews, ensuring the content and delivery reflect this approach.

In EYFS, Religious Education is closely linked to the **Early Learning Goals (ELGs)**, particularly in the area of **Understanding the World**. Pupils explore their own experiences and those of others, developing a sense of identity, culture, and belonging. Topics such as "Special Places" allow for hands-on learning, including visits to local places of worship, which introduce young learners to various religious traditions and practices.

Impact

The impact of RE at Burghill Community Academy is evidenced through the spiritual, moral, and cultural growth of our pupils. We measure this through ongoing observation, oral discussion, written tasks, and artistic expression.

- **Special Educational Needs:** All children with special educational needs participate in RE with their class group. Activities and tasks are differentiated to ensure they are

accessible and appropriate to the child's ability, ensuring all children have a meaningful learning experience.

- **Assessment and Accountability:** Evidence is gathered primarily through observation, oral discussion, and written or creative tasks. This evidence supports teachers in their planning and reporting to parents and governors. Teachers use recorded evidence to adapt teaching strategies and ensure students are progressing towards the RE curriculum goals.

Through this comprehensive and inclusive approach, we aim to foster an environment of understanding, respect, and thoughtful reflection on the diversity of beliefs and practices in our world, fulfilling both the **Herefordshire Agreed Syllabus** and Burghill Community Academy's vision for a well-rounded, empathetic learning community.