



**By Brook Valley CE Primary
School By Brook Valley
Academy Trust
RE Policy**

Date: January 2024

Review Date: January 2026

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	RE	Date	16.01.20
EIA CARRIED OUT BY:	Full Governing Body (FGB)	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	N/A	N/A

**Roots to grow, wings to fly
"They will soar on wings like eagles" Isaiah 40:31**

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Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		Basis of teaching is healthy, loving relationships for all
Gender Reassignment (transsexual)	Those with “different” families potentially feeling awkward	Teach that all families are different, and children are encouraged to feel comfortable with differences
Marriage and civil partnership	Those with “different” families potentially feeling awkward	Teach that all families are different, and children are encouraged to feel comfortable with differences
Pregnancy and maternity	N/A	N/A
Racial Groups (consider: language, culture, ethnicity including gypsy/traveler groups and asylum seekers)		Tolerance is taught – curriculum covers respect for other beliefs, non-belief and the school encourages celebration of other cultures (e.g. food types, etc)
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		Tolerance is taught
Gender (male, female)		All children are taught together: males and females
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		Tolerance is taught (NB school uniform policy)

Any adverse impacts are explored in a Full Impact Assessment

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RE Policy

Our Vision

***Roots to grow, wings to fly
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*The **roots** of our school community, based on our Christian values, nurture, help and support us to grow to be the best versions of ourselves. The **wings** of faith allow us to soar freely and flourish now and in the future.*

At By Brook Valley, we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This policy should be read and understood from this perspective.

RE Intention:

At By Brook Valley CE Primary School, our aim is to provide an RE curriculum that engages all pupils and enables them to deepen their knowledge and understanding of Christian belief and practice, other religions, faiths and world-views, whilst developing their religious literacy.

Our high – quality sequential RE Programme is intrinsic to our Christian vision “Roots to Grow, Wings to Fly”, enabling all pupils to flourish. It will prepare our pupils for the

opportunities, responsibilities and experiences of life in a diverse modern Britain, now and in the future.

Aims:

- 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 world views appreciating diversity, continuity and change within the religions, faiths and world views studied through meaningful and informed dialogue;
- To explore core concepts, questions and key vocabulary;
- To develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection;
- 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 contribute to British values and spiritual moral, social and cultural development;
- Are prepared for the next stage of their educational journey.

Linked to Church of England Education office RE Statement of Entitlement, February 2019

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

The RE Curriculum

At By Brook Valley CE Primary School, Religious Education is considered an academic subject, where pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Our whole school curriculum enables progress through ordered and sequential learning that develops both knowledge and skills. Connections will be made within and across different religions/faiths and world beliefs.

As a church school, Christianity is the majority religion studied and is at least 50% of the curriculum time, with four units in Early Years Foundation Stage (EYFS) focusing on themes rather than individual religions, faiths or World beliefs. We use Discovery RE as our agreed syllabus with Christianity planned, taught and assessed using 'Understanding Christianity.'

One hour a week is allocated for the teaching of Religious Education in Reception and KS1; One hour fifteen minutes in KS2. Religious Education is taught as a discrete subject generally on a weekly basis. However, sometimes work will be taught in blocks or as part of themed weeks. The curriculum is planned using the Discovery RE (based on Wiltshire agreed syllabus) and the Understanding Christianity scheme of work in half termly blocks.

Discovery RE:

This is an enquiry model with a four- step approach (Engagement, investigation, evaluation and expression) as a basis for implementation. Every unit is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up the knowledge and reaches a conclusion based on this.

Understanding Christianity:

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There are eight core concepts at the heart of Christianity that pupils need to learn and understand:

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

The core concepts are revisited throughout the different key stages, deepening pupils' understanding and making links to the overall 'big story' or 'Salvation narrative.'

Pupils will encounter these concepts, and teachers will teach them through key questions, using a model with three elements. This develops pupils' abilities to make sense of texts related to the core concepts, to understand the impact of belief in these concepts in the lives of Christians and the Christian community, and to make connections beyond the concepts with other learning, including their own responses.

See Appendix 1 & 2

Teaching and learning:

Our approach will be to use a range of teaching and learning styles to deliver the Religious Education curriculum. These will involve whole class and group teaching with differentiated activities to cater for different abilities within each class. Activities for the children will include studying religious texts, rituals and festivals, speaking and listening, stories, drama and role play, writing and artwork. Creative activities, which allow the children to explore their own ideas and beliefs are important.

Over the course of their journey through By Brook Valley, we aim to give our children opportunities to encounter local faith communities through visits to local places of worship or arrange visits from faith communities. Each class should have the opportunity to visit one of the local churches each year or invite a member of the clergy in to school to talk with the children.

See Appendix 3

Assessment, recording and reporting:

There are no statutory Key Stage assessments for Religious Education. Both Discovery RE and Understanding Christianity have assessment materials based around assessing children as below age related expectations, age related expectations and above age related expectations in line with the curriculum standards. Teachers will use their professional judgement and these assessment standards to assess children by:

- Discussion and questioning with children.
- Assessing at children's work and tasks
- Carrying out assessment tasks (at the end of each Discovery RE unit or Understanding Christianity unit).

The teachers will report to parents annually on the attainment in RE.

Assessment & Monitoring of RE

The RE subject leader will monitor progression of skills and standards and the quality of teaching and learning through:

- Lesson drop- ins
- Learning walks
- Work scrutiny (Pupil RE books and class floor books)
- Pupil conferencing

The subject leader will share standards, strengths and areas for development through the RE Subject leader Review produced at the end of each academic year.

The foundation governors of the school will monitor the effectiveness of this policy through governor visits, learning walks, discussions with pupils, staff and with the subject leader.

The right of withdrawal from RE



By Brook Valley CE Primary School is an inclusive community but recognise that parents have the legal right to withdraw their children from RE. As RE is central to the life and identity of our school, we would ask parents to discuss with the head teacher any reasons they might have for doing this.

Parents who decide to withdraw their children from RE lessons are requested to put this in writing to the Head teacher.

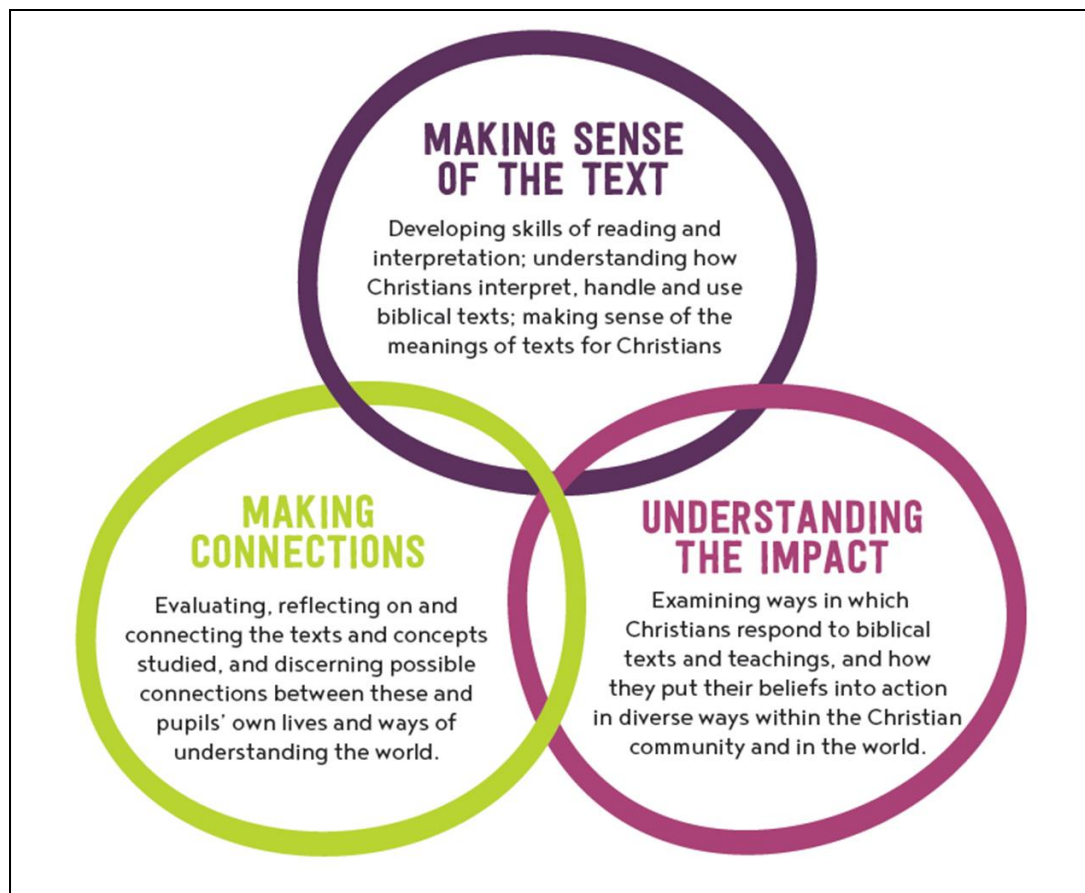
Appendix One:Discovery RE

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Engagement Explore the core concept/underpinning experience within the child's own world	'You might like to start with' A bridge between pupils' experience and wider concepts and questions explore in biblical texts.
Investigation Step into the world of religion and learn about it and the application of beliefs	Making sense of text/Understanding the impact; An exploration of the ways in which Christian engage with religious text and how they live in the light of these texts
Evaluation (impersonal) Apply critical and evaluative thinking skills to the key question and weigh up evidence	Outcomes and Building blocks Assessment is organised around core knowledge and building toward end of phase outcomes
Expression (Personal) Express personal impact and opinions	Making connections to make connections beyond the concepts with other learning, including pupils' own responses. To challenge the ideas studied and pupils' own thinking

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Appendix three RE Curriculum			
Year Group	Autumn	Spring	Summer
EYFS	Christianity – What makes people special Hinduism, Judaism, Christianity – How people celebrate	Celebrating Differences – Chinese New Year Holi Festival Christianity - Easter	Learning from stories – Bible stories and Stories with a moral ending
Y1	UC: Creation Key Question: Who made the world? UC Salvation Key Question: Why do Christians celebrate Christmas? Religion: Christianity	UC Key Questions: Why is it always easy for Jesus to show friendship? UC Incarnation Why does Easter matter to Christians? Religion: Christianity	Theme: Showing Commitment Key Questions: Is Shabbat important to Jewish children? Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
Y2	UC: Creation Key Questions: Who made the world? Gospels UC - Salvation What is the good news that Jesus brings? Religion: Christianity	Theme: Commitment Key Questions: Does prayer help Muslims with everyday life? UC - What do Christians believe God is like? Religion: Islam and Christianity	Theme: Importance of Prayer for Muslims Key Questions: Does going to the Mosque give Muslims a sense of belonging? Does completing hajj make a person a better Muslim? Religion: Islam
Y3	Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism UC Concept: Incarnation Key Question: What is Trinity? Religion: Christianity	UC Concept: Creation & Fall Key Question: What do Christians learn from the Creation story? Religion: Christianity UC Concept: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism

Y4	<p>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p> <p>UC Concept: People of God Key Question: What is it like (for Christians) to follow God? Religion: Christianity</p>	<p>Theme:Passover Key Question: How important is it for Jewish people to do what God asksthem to do? Religion: Judaism</p> <p>UC Concept: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p>	<p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p> <p>UC Concept: Kingdom of God Key Question: When Jesus left, what was the impact of Pentecost? Religion: Christianity</p>
Y5	<p>Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism</p> <p>UC Concept: Incarnation Key Question: Was Jesus the Messiah? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism</p> <p>UC Concept: Salvation Key Question: What do Christians believe Jesus did to save Human Beings? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism</p> <p>UC Concept: God Key Question: What does it mean (for Christians) if God is holy and loving? Religion: Christianity</p>

Y6	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p> <p>UC Concept: Gospel</p> <p>Key Question: What would Jesus do?</p> <p>Religion: Christianity</p>	<p>UC Concept: Creation</p> <p>Key Question: Creation and science: conflicting or Complementary?</p> <p>Religion: Christianity</p> <p>UC Concept: Salvation</p> <p>Key Question: What difference does the resurrection make for Christians?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam NB: This enquiry is taught in 2 sections over the term</p>
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