



Whittingham

C of E PRIMARY SCHOOL

Religious Education Policy

Date of last policy ratification: June 2019

Date reviewed and to be ratified with

Governors: March 2025

Date to be reviewed : March 2029

The co-ordinator for RE is: Belinda Athey



Whittingham School Vision

As a school, we take inspiration from the story of the Good Samaritan (Luke 10:25-37). In this story, the Samaritan was **kind** by going the extra mile so that all the injured man's needs were met. He was **collaborative** to make sure the man received the best care from him and others. Finally, he was **courageous** in helping someone who was different to him.

These three values are at the heart of the community we seek to be at Whittingham School.

Through our daily worship, we acknowledge the presence of God in our lives.

Through our learning environment, we provide space for everyone to flourish.

Through our broad and balanced curriculum, we aspire for each child to be the very best they can be.

At Whittingham, we are:

Kind



Caring for everyone's safety, happiness and well-being by treating others how we'd like to be treated ourselves.

Collaborative



Providing opportunities for all to be involved in the daily life of school; preparing learners to be active in the wider world and fostering a supportive relationship between school, home and church.

Courageous



Celebrating what makes each of us unique and special; equipping us to make healthy choices in all areas of our life; and empowering us to step out for justice.

The Legal Basis of RE

Every maintained school in England must provide a basic curriculum of RE, PHSE/ RSE education and the National Curriculum. This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998.

The key document in determining the teaching of RE is the locally agreed syllabus within the Local Authority (LA) concerned. LAs must ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

RE provision in Foundation and Voluntary-Controlled schools with a religious character is to be provided in accordance with the locally agreed syllabus. Whittingham C of E Primary School therefore follows the Northumberland's Council's most recently agreed syllabus as well as the Understanding Christianity Scheme of Work.

**Please also see Appendix 1 which is an extract from The Church of England Education Office – Religious Education in Church of England Schools which has been used to help guide the writing of this policy.*

Rationale for RE at Whittingham C of E.

Our school is distinctively different to non-Church schools, as a result of the importance placed on the social, emotional, moral and spiritual life of all members of the school community – pupils, teachers, governors and non-teaching staff. The careful planning and delivery of the R.E. curriculum, and the quality of the RE lessons offered in school make a significant contribution to the all round development of our pupils and staff.

RE is regarded as a core curriculum subject at Whittingham C of E Primary School and it makes a unique contribution to the spiritual, moral, social and cultural development of our pupils and supports wider community cohesion. Due to the rural location of our children we understand our added responsibility to expose the children to a rich heritage of culture and diversity.

Religion and beliefs for many people form a crucial part of their culture and identity. Religion and beliefs inform our values and are reflected in what we say and how we behave. RE develops an individual's knowledge and understanding of the religions and beliefs which form part of wider world. Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, issues of right and wrong, and what it means to be a responsible citizen.

It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and world views.

RE contributes to pupil's personal development and well-being and to British Values by promoting mutual respect and tolerance of others.

We believe that RE can also make an important contribution to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE/ RSE education), History and Geography, education for sustainable development and many more. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others, individually, communally and cross-culturally.

Aims and objectives of RE at Whittingham C of E are for children to:

- 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.
- Curriculum balance and time: sufficient, appropriate and balanced Reflecting the school's trust deed or academy 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.

Provision of RE in the Curriculum

The legal requirements for the provision of RE in maintained schools do not specify any particular time allocation or how the curriculum should be organised. Using the Northumberland RE Syllabus we teach RE on a weekly basis from Year 1 to Year 6 which amounts to:

Key Stage 1: - 36 hours per year (minimum)

Key Stage 2: - 45 hours per year (minimum)

We enhance the curriculum by teaching themed weeks such as those prior to Easter and Christmas and other world faiths.

While the statutory requirement for RE does not extend to children under compulsory school age, it forms a valuable part of the educational experience of children in the Early Years and we also follow the Northumberland Agreed Syllabus and Understanding Christianity for these pupils. For further information about our RE provision please follow the link to our RE/Worship Curriculum page - [Whittingham C of E Primary School - RE and Worship](#)

Long Term Plans

As we a controlled school we follow Northumberland's Agreed Syllabus which is enhanced by the Understanding Christianity Scheme of Work. We teach in mixed age classes and therefore have a two-year planning cycle as detailed below:

Two year rolling programme for Religious Education.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	F4: Being special: where do we belong?	F2: Why is Christmas special for Christians? (UC: Incarnation)	F1: Why is the word 'God' so important to us? (UC: God)	F3: Why is Easter special to Christians? (UC: salvation)	F6: what times/stories are special and why?	F5: What places are special and why?
KS1 (A)	1.2: Who do Christians say made the world? (UC: creation)	1.3: Why does Christmas matter to Christians? (UC: Incarnation)	1.6: Who is Muslim and how do they live? (Part one)	1.7: Who is Jewish and how do they live? (Part one)	1.4: what is the 'Good News' Christians believe Jesus brings? (UC: Gospel)	1.8: What makes some places sacred to believers?
KS1 (B)	1.1: What do Christians believe God is like? (UC: God)	1.7: Who is Jewish and how do they live? (Part two)	1.10: What does it mean to belong to a faith community?	1.5: Why does Easter matter to Christians? (UC: Salvation)	1.6: Who is Muslim and how do they live? (Part two)	1.9: How should we care for the world and for others and why does it matter?
LKS2 (A)	L2.1: What do Christians learn from the creation story? (UC: Creation/fall)	L2.3: What is the 'Trinity' and why is it important for Christians? (UC: Incarnation/God)	L2.9: How do festivals and worship show what matters to Muslim people?	L2.10: How do festivals and worship show what matters to Jewish people?	L2.4: What kind of world did Jesus want? (Christians: UC: Gospel)	L2.11: How and why do people mark the significant events of life?
LKS2 (B)	L2.2: What is it like for someone to follow god? (Christians: UC: People of God)	L2.7: What do Hindus believe God is like?	L2.8: What does it mean to be a Hindu in Britain today?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? (UC: Salvation)	L2.6: For Christians, when Jesus left, what was the impact of Pentecost? (UC: K of G)	L2.12: How and why do people try to make the world a better place?
UKS2 (A)	U2.2: Creation and Science: Conflicting or complementary? (Christians: UC: Creation/fall)	U2.3: Why do Christians believe Jesus was the Messiah? (UC: Incarnation)	U2.8: What does it mean to be a Muslim in Britain today?	U2.9: Why is the Torah so important to Jewish people?	U2.4: Christians and how to live: 'What would Jesus do?' (UC: Gospel)	U2.12: Who does faith help when life gets hard?
UKS2 (B)	U2.1: What does it mean if Christians believe God is Holy? (UC: God)	U2.11: Why do some people believe in God and some not?	U2.7: Why do Hindu's want to be good?	U2.5: What do Christians believe Jesus did to 'save' people? (UC: Salvation)	U2.6: For Christians, what kind of king is Jesus? (UC: Kingdom of god)	U2.10: What matters most to Humanists and Christians?

KEY: Christian Units – (using Understanding Christianity units)

Hindu units

Muslim Units

Jewish Units

Multi-faith comparative Units

Non- religious Worldviews Units

Northumberland Agreed Syllabus for R.E. has been created for Northumberland schools by RE Today and Northumberland SACRE, and approved by Northumberland County Council. Since 1944, all schools have been required to teach RE to all pupils on roll (except those withdrawn by their parents, see separate section). RE remains part of the core curriculum entitlement for all pupils. The new syllabus has been informed by developments in thinking and research around religion and worldviews in recent years. Of particular note is the new emphasis in the current Ofsted framework of a more broad and balanced knowledge rich curriculum, and the Ofsted Research Review's account of factors that influence high-quality RE. These sit alongside the Commission on Religious Education 2018 report, 'Religion and Worldviews: the way forward'. These publications and research helped to inform the consultation and decision-making process. This syllabus explains the value and purposes of RE for all pupils and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and enabling all pupils to achieve in this subject. It is designed to engage pupils in thinking about their own beliefs and the beliefs of those around them, promoting tolerance and understanding. It builds on the good work already going on in schools, but this syllabus marks a significant change for schools. It provides detailed support for teachers and the new emphases are outlined below.

Continuity:

Open, enquiring RE: The 2022 syllabus enables open, enquiring, exploratory RE, suitable for pupils who have religious worldview of their own as well as for those who have non-religious worldviews – the latter form a substantial proportion of pupils in many of our classrooms (note the local Census statistics on p. 146).

Worldviews:

The 2022 syllabus maintains a focus on the major world religions and what it means to live a life within those traditions in the 21st Century. The required study of religious and non-religious worldviews in each key stage remains, with scope for including worldviews represented locally. It is designed to encourage debate and exploration of faith and beliefs in all their guises from a range of worldview perspectives, both religious and non-religious.

RE and personal development:

The 2022 syllabus emphasises RE's contribution to the personal development of pupils. RE is not simply about gaining knowledge and understanding about religious and non-religious worldviews.

It also helps pupils to develop their own worldviews – their own understanding of the world and how to live, in the light of their learning, developing their understanding, skills and attitudes. RE makes a significant contribution to pupils' spiritual, moral, social and cultural development, as well as giving opportunities for exploring British values.

New emphasis:

Coherent understanding: There is a focus on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw their learning each year

Core concepts:

Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school (see key question overview pp. 16-17 and concept outlines on pp. 137-145). This spiral curriculum supports teachers in creating a coherent curriculum journey for pupils.

Planning process:

The syllabus integrates a planning process. It encourages and empowers teachers to develop their own excellent RE lessons, taking them through the steps of using the syllabus to underpin their planning (long-, medium- and short-term) and creative classroom practice.

Teaching and learning approach:

There is a clear teaching and learning approach at the heart of the 2022 syllabus which flows throughout the whole syllabus, across all phases and units. All units enable pupils to 'make sense' of the religions and beliefs studied, 'understand the impact' of these beliefs in people's lives, and to 'make connections' in their learning and their wider experience of the world (see pp.13-14). This 'making connections' element ensures that RE is taught with reference to the pupils and their worldviews in an age-appropriate, critical way.

Assessment:

Flexible assessment opportunities are given, based on end-of-phase outcomes, linked to the teaching and learning approach. Each unit has specific outcomes that help pupils to achieve the end-of-phase outcomes. These are currently being further developed at our school by the co-ordinator Belinda Athey and assessment grids are saved securely in the RE folder on the schools google drive.

Verbal answers, written outcomes in books and evidence of participation in floor books can all be used to help the class teacher come to accurate conclusion.

Understanding Christianity

The Northumberland Agreed Syllabus is completed by Understanding Christianity. This resource offers ideas and resources to support teaching and learning. Each unit takes a core concept and gives a key question through which to explore the concept. The unit identifies the knowledge 'building blocks' and focused outcomes that are expected of pupils by the end of teaching. The units include:

Core learning

Each unit offers 6-8 hours of 'core learning' ideas, to support teachers in enabling pupils to achieve the outcomes. It is expected that all schools who are using the materials will teach this part of each unit. Teachers are offered a number of activities designed to allow pupils to engage with the content and to achieve the outcomes. The intention is that teachers make decisions about which activities to use, according to the prior learning, ability and progress of their pupils.

Outcomes

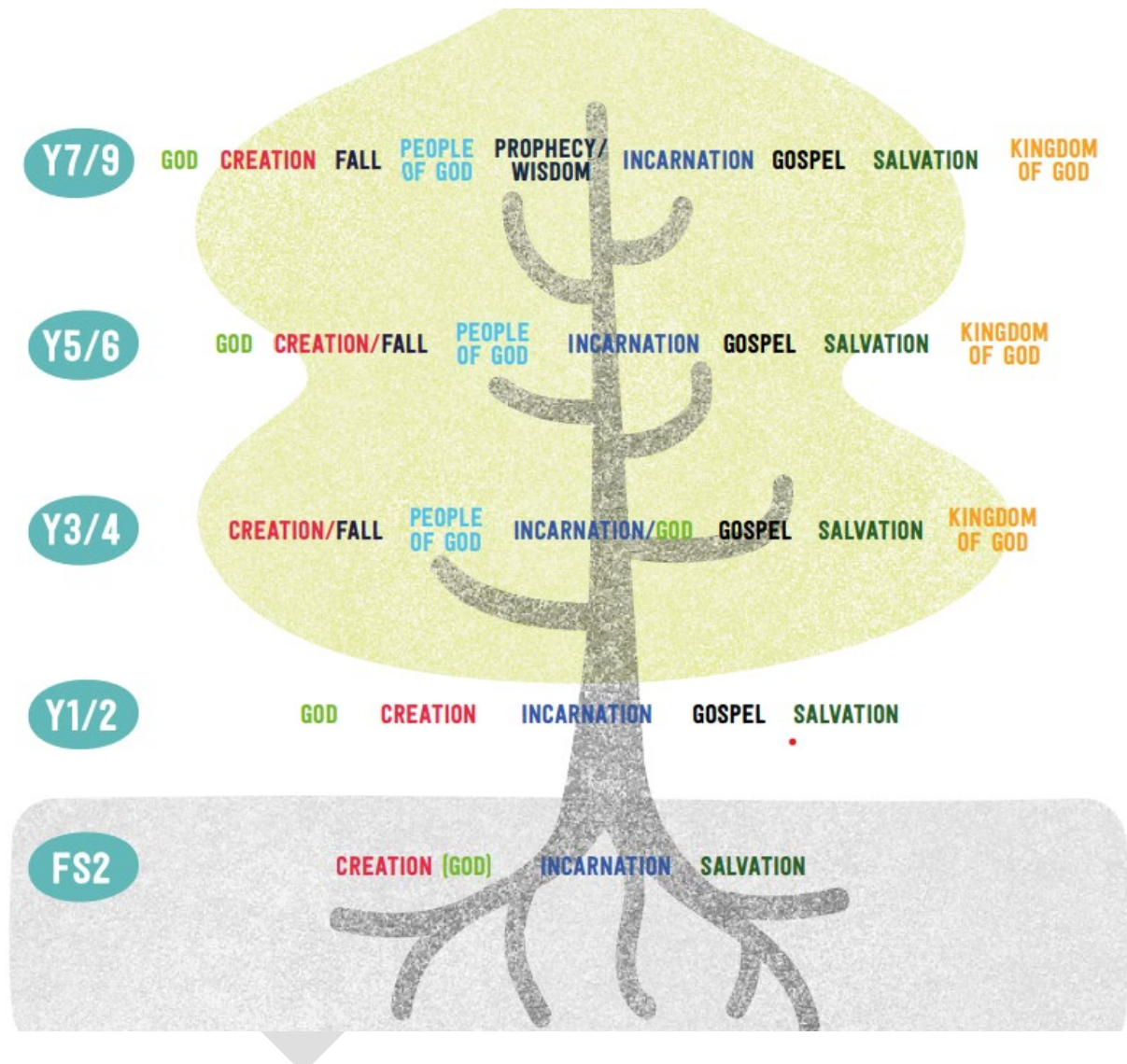
Each unit has outcomes related to the three elements of the approach (Making sense, Understanding impact and Making connections), relating specifically to the content of the unit, and building towards enabling pupils to achieve the end of phase outcomes.

Conceptual building blocks

Each unit sets out the appropriate core knowledge 'building blocks' pupils are expected to grasp.

Digging deeper

These sections offer 4-6 hours of additional teaching and learning ideas to deepen pupils' encounter with the core concepts. It is anticipated that Church of England VA schools who may be teaching Christianity for up to 66% of their RE curriculum time will take the opportunity of using these materials. Likewise, schools where pupils make good, swift progress in the 'Core learning' section can move further into these 'Digging deeper' sections.



Links with the Wider World

RE provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote an understanding of the wider world through:

- **the school community** – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- **the community within which the school is located** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the wider community of the North East of England.
- **the UK community** – a major focus of RE is the study of diversity of religion and beliefs in the UK and how this influences national life.
- **the global community** – RE involves the study of matters of global significance recognising the diversity of religion and beliefs and their impact on world issues. Our work with Christian Aid and global neighbours program helps us here.

RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. These contribute to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In summary, religious education for children and young people:

- **provokes challenging questions** about the meaning and purpose of life, beliefs, issues of right and wrong, and what it means to be a member of the wider world. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, encouraging personal reflection and spiritual development
- **encourages pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal and social values and to express their responses. This also builds **resilience** to anti-democratic or extremist narratives
- **enables pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in the wider world
- **teaches pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompts pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

Spiritual, Moral, Social and Cultural Development in RE

- Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about, and from, religions and beliefs through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief, and their roles in the spiritual, moral and cultural lives of people in a diverse society, helps individuals develop moral awareness and social understanding. Once again we are particularly aware of this being important in our rural location and catchment area.

Personal Development and Well-Being in RE

- RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become **resilient** learners, **respectable** individuals and **responsible** citizens of the wider world. It gives them the knowledge, skills and understanding to value the importance of truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices

Inclusion and SEND

R.E. is provided for all children at Whittingham C of E Primary School and makes a valuable contribution to their education. Teachers plan work which takes into account the differences in the abilities and needs of their pupils in order to maximise their potential and extend their abilities and to allow all children access to the R.E. curriculum. R.E. has a large part to play in helping to remove prejudice and misunderstanding and in combating stereotyping, discrimination, sexism and racism. All pupils, irrespective of ability, age, gender or race are entitled to equal opportunity in the development of their religious education knowledge.

Monitoring and Evaluation

Monitoring and evaluation is undertaken on a termly basis. Standards in RE are compared with other core subjects, particularly English, to ensure that standards are equally high in both areas.

Monitoring and evaluation includes:

- Work scrutiny - collection of pupil books and other evidence to ensure curriculum coverage and high standards are maintained
- Learning walks, including governors, focussing on developments linked to the School improvement Plan.
- Pupil voice - gathering pupils' opinions on the learning opportunities and their first-hand experience
- Informal feedback from parents (during Spring term and Parents Evening)

Continued Professional Development

We hold staff development in high regard and we also plan staff meetings so that staff can train together. Our Headteacher attended the syllabus launch and both members of the SLT have attended Understanding Christianity training and as necessary refresher training.

Last year (2023-4) staff attended virtual training on World Faiths including Humanism,

Judaism and Islam. This year (2024-5) we are attending training from Paul Rushby on Collective Worship and plan further sessions on Spirituality and Courageous Advocacy. The co-ordinator for Collective Worship is also the lead for RE and she attends termly co-ordinator meetings which are then disseminated to staff.

Withdrawal

Parents have the right to withdraw their children from R.E. as in any school but it is hoped that the majority of parents choosing a Church Controlled School would adhere to the R.E. curriculum too.

Teachers and other staff in Church Controlled Schools have the safeguard of the 1944 Act Section 30 to withdraw from teaching R.E.

Parents wishing to withdraw their child from one aspect of RE, or the whole curriculum must request this by writing to the Headteacher on an annual basis, outlining their wishes.

Spiritual, Moral, Social and Cultural Development and RE

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about, and from, religions and beliefs through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief, and their roles in the spiritual, moral and cultural lives of people in a diverse society, helps individuals develop moral awareness and social understanding. Once again we are particularly aware of this being important in our rural location and catchment area.

Personal Development Mental Health and Well-Being and RE

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become **courageous** learners, **kind** individuals and **collaborative** citizens of their local community and the wider world. It gives them the knowledge, skills and understanding to value the importance of truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Arrangements For Complaints

As we always work closely with parents, consulting them at every stage, complaints about RE provision are extremely rare. However, should there be a concern, the following procedure should be followed in line with our complaints procedure:

1. Parents are encouraged to discuss the concern with the class teacher, together with the RE subject leader. (If the concern is not resolved at this stage proceed to 2).
2. Parents make an appointment to discuss the concern with the Headteacher. The class teacher or RE subject leader may or may not be present. (Unresolved concerns move to 3).
3. The matter should be referred to the Chair of the Local Academy Council. A letter explaining the concern should be given to the school office addressed to the Chair of Governors (Sandra McCormack), Whittingham C of E Primary School.

Appendix I is an extract from *The Church of England Education Office – Religious Education in Church of England Schools*

Religious education in a Church school 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.

A high-quality sequential religious education (RE) programme 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.

Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others.

In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character.

The Church of England Education Office, Church of England Vision for Education: Deeply Christian, Serving the Common Good. (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/more/education-and-schools/vision-education> 2 Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. The term religious education (RE) is therefore used throughout this document as it is connected to the Section 48 SIAMS inspection and, if and until the law changes we will need to continue to use the term. This does not stop individual schools, MATs or dioceses using other names including Religion and Worldviews for the subject. 3 The term worldviews is used throughout the document to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's way of understanding and living in the world which may be drawn from one or many institutionalised worldviews. Based on Commission on Religious Education, Religion and worldviews:

The way forward A national plan for RE (Religious Education Council for England and Wales 2018) p4. must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement. The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE. In addition, in voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report. The Entitlement: provision, profile and priority In a Church school 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. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the

human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy. Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development. Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. Curriculum statement: challenging, accurate and diverse. In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- 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.
- Curriculum balance and time: sufficient, appropriate and balanced. Reflecting the school's trust deed or academy 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. All pupils in Church schools should follow a recognised and appropriate qualification or course in RE or Religious Studies at KS 4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered. The school must make it possible for those students who achieve suitable grades at GCSE or equivalent to follow appropriate A level courses. This should be in addition to the provision of core RE entitlement for all students at KS5 which should continue to develop student's understanding of Christianity and other religions and worldviews. Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE. Developing staff expertise and knowledge: confidence, specialism, professionalism. Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:
- at least one member of staff having RE qualifications or receiving specialist training.
 - secondary schools employing specialist RE teachers and deploying them effectively to ensure pupils receive specialist teaching.
 - all staff teaching RE having access to subject specific professional development.
 - all staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities.
 - all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.
 - a governing body which is monitoring standards in RE effectively.