



# Benedict Biscop CE Academy

## RE PROTOCOL

\*Syllabus launched: April 2024 for roll out in September 2024

***‘With God all things are possible’***

**Prepared by:** RE Lead and Headteacher

## **School vision:**

### ***'With God all things are possible'***

Our vision for education is deeply Christian, and rooted in theology [Matthew 19 V26].

Our vision '**With God all things are possible**' speaks powerfully into the heart of all we do.

At Benedict Biscop 'With God all things are possible' is our way of expressing our role in the classroom, the staffroom, the yard and our wider community. We seek through our Christian ethos to ensure all things are possible as:

- **We educate** our children through our curriculum, our practice and policies – giving them the skills, knowledge and understanding that will prepare them for life.
- **We seek to give hope and aspiration** to children, staff and parents. Giving both ambition and coping mechanisms for when things don't always go as intended, in the knowledge of a God who loves them.
- **We see and encourage all** to see each other as made in the image of God, but unique with children, staff and families valuing one another as God's children.
- **We serve our community** in school and beyond, by building relationships just as God lives in community as the Holy Trinity. We are most in God's image when we live in community, and that is how we encourage each other to flourish.

## **Our Shared Values:**

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We believe that it is through the nurturing of the children, they will become equipped to develop the beginnings of their own values and our vision:

We share a common set of values that underpin all that we do in our work at Benedict Biscop C.E. Academy. These values are:

- Koinonia/Community
- Hope
- Forgiveness
- Endurance
- Friendship

## **People involved in the formation of this protocol:**

- Headteacher

- Local Governing Body
- Staff
- Pupils
- RE lead

## Requirements

**Our provision for Religious Education meets the requirements of the Statement of Entitlement 2019 produced by The Church of England Education Office which sets out the expectations for RE in Church of England schools.**

This document should also be read alongside:

- The Church of England Vision for Education (2016)
- Valuing All God's Children (2017)
- Statutory Framework for the Early Years Foundation Stage

## 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.

### *Statement of Entitlement, 2019*

At Benedict Biscop. C.E. Academy our vision for our pupils is that ***With God all things are possible***. This means that we want our pupils to have hope and aspiration, and that we aim to provide them the knowledge and understanding that will prepare them for life and enable them to flourish.

As part of our collective approach to achieve this, we provide an R.E. curriculum that teaches pupils to hold balanced and informed conversations about religions and world views and supports our pupils to grow up with curiosity, tolerance and respect for all, becoming courageous advocates for themselves and others.

## Time dedicated to RE

Weekly R.E. lessons are carefully planned and sequenced to ensure progression of knowledge. Children in EYFS have a shared floor book. Children in KS1 and KS2 have a separate R.E. book and floor book to record all their learning.

In addition to this, further opportunities are provided through visits, such as Sunderland Mosque, which have been carefully mapped alongside our curriculum. Recommended visitors are used to explore faiths and world views in more depth.

Teaching commitment:

EYFS: 36 hours of RE (50 minutes a week inclusive of adult led and as part of continuous provision)

KS1: 36 hours of tuition per year (an hour a week)

KS2: 45 hours of tuition per year (an hour and a quarter per week)

### **How RE is taught**

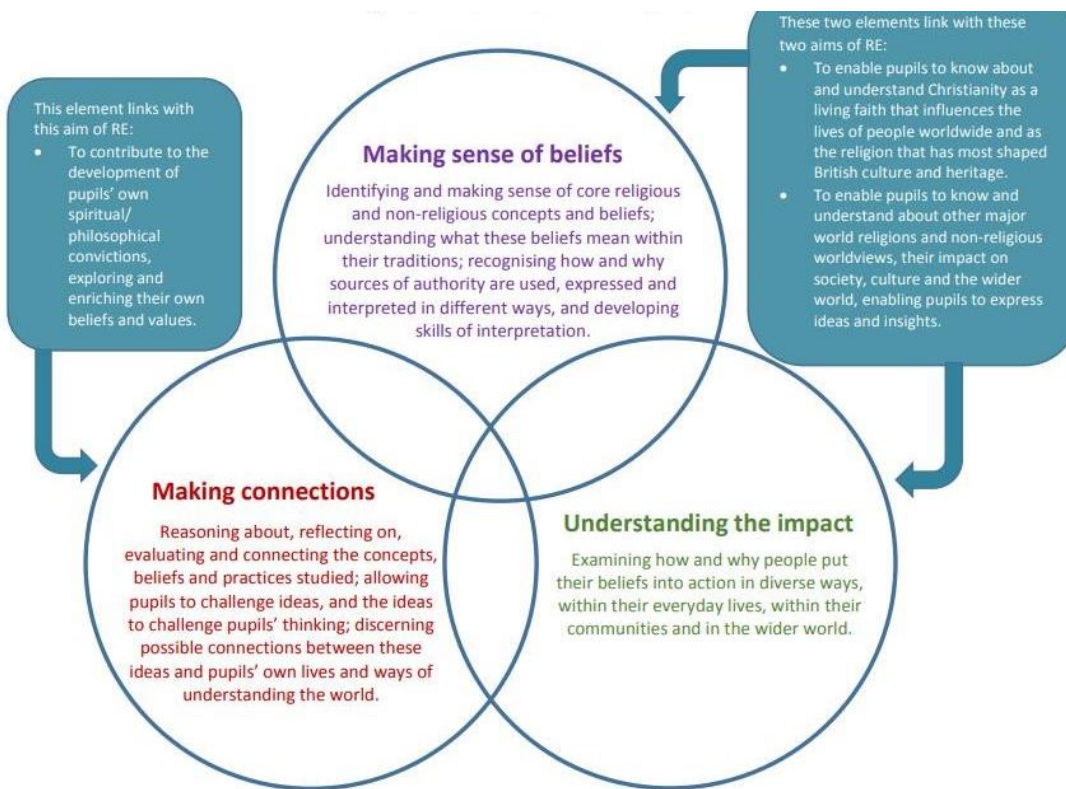
*In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource Statement of Entitlement, 2019*

The school follows the Diocesan Syllabus for R.E. Because of the nature of our school structure, this syllabus is implemented in a two-year cycle for mixed-age phases.

Our R.E. curriculum follows an enquiry-led approach based on the teaching and learning model from Understanding Christianity. Understanding Christianity units underpin the teaching of Christianity. Christianity makes up at least 50% of the teaching in our curriculum.

Other faiths are taught discretely and, along with world views (which are taught thematically). Please see our RE curriculum overview for the distribution of the teaching within school.

Each unit is taught through 3 core pillars, based on the Understanding Christianity model:



We make use of the following to support learning in lessons:

- Knowledge organisers and roadmaps: that support children in understanding of key knowledge and how this links to learning that has come before and also where their learning is going next.
- Enquiry question: Enables children to place learning in context and begin to synthesise knowledge, making effective links between key ideas, beliefs and practices.
- Sources e.g. bible texts to provide a foundation for learning.

## Inclusion

Our curriculum is fully inclusive and aspirational for all, including SEND.

We promote a curriculum that puts all pupils, regardless of their needs, at the heart of what we do. By building mutual respect, we accept others for their differences believing that everyone is special and everyone has something to offer. Our inclusive and enriching curriculum, written for all children, provides pupils with meaningful and aspirational experiences as well as promoting personal growth for life-long learning. When the curriculum needs adapting, to suit the needs of individual children, appropriate modifications and personalised adaptations are made by the class teacher with support of the SENDCo and the R.E. Subject Lead.

## Assessment and Monitoring

**Ongoing formative assessment:**

- Lessons start with a **retrieve and recall starter**:  
A multiple-choice question that reactivates long term memory – content is taken from the curriculum and subject leaders have specifically mapped out. This can also be used to revisit areas where gaps have been identified.
- **Cold call questioning** is used throughout the session, usually after paired discussion
- Pupils are given clear **success criteria** identifying what they need to demonstrate to be successful. Pupils self-assess against this to improve their own learning within a lesson. Teachers mark this to gauge if pupils have understood what the key learning intentions of the lesson were.
- **Observations of learning** is continuous. Staff constantly look to see if pupils are meeting the identified success criteria and use this to provide personalised feedback or to immediately adapt teaching for the cohort if need.
- The subject lead will regularly complete **pupil interviews** against end of year expectations and specific knowledge identified on unit knowledge organisers. This helps the subject lead identify if the curriculum is having the intended impact.

### **Summative assessment**

- Staff use **professional judgement/teacher assessment** to identify where pupils are in relation to **key knowledge**. Knowledge organisers identify key knowledge to be taught. This is a focus for pupil voice interviews.