



Deanery C.E. Primary School
Academy Status

Religious Education Policy

February 2019

Religious Education Policy

Introduction & Intent

A statement of the legal position of RE at Deanery CE Primary School

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'. Deanery CE Primary School is a Church of England Academy with a Voluntary Aided heritage therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors, in consultation with the Head teacher, have decided, following advice from the Diocese, to follow a syllabus based on the conceptual enquiry approach using the Church of England Statement of Entitlement as a basis for the composition of the syllabus and to supplement this with material from the Diocese and two purchased resource programmes: Understanding Christianity (Commissioned by the Church of England Education Office, and advocated for use in all Church of England schools), and the Living Difference Scheme produced by HIAS (Hampshire, the Isle of Wight and Southampton).

Intent of teaching RE

As a school, we strive for excellence in education by encouraging each child to fulfil their individual potential within all areas of school life. Our motivation is embodied in our school motto which is "To the Greater Glory of God". Everything that we do within and without the school we do as a gift to God and to the best of our ability. This is something that we actively promote within our school with the same principles being applied to teaching the RE curriculum.

We aim:

- to enable children to encounter Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage;
- to enable children to learn about other major world religions and world views, their impact on society, culture and the wider world, facilitating children's expression of responses and insights;
- to contribute to the development of children's own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

At the end of their primary education at school, children should be able to:

- know about and understand Christianity as a living world faith, by exploring core theological concepts¹
- have developed knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians¹
- have developed their ability to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and beliefs of themselves, the world and human experience¹
- respect the faith of others
- notice areas of similarities between faiths
- explain the value of concepts studied to people of particular religions and describe in increasing detail some of the issues that this raises²
- explain their own response to the concepts studied and explain how this relates to their own life and the lives of other people²

¹ These are the aims of the Understanding Christianity resource

² These are the paraphrased aims of the Living difference scheme

The distinctive contribution RE makes to the life of the school and other curriculum aims and community cohesion

As a church school we are called to find ways to work towards every child having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. At the Deanery school, this means that we will

endeavour to ensure that encounters with the Christian faith will be positive for the children and that they will hear of the story of Jesus. Such encounters will show the children the treasures of the Christian faith in a way that invites, but does not coerce. The values and character of the school will also be shown in the way that attention is paid to the teaching of world faiths and other worldviews, particularly those represented in the school community and local neighbourhood. By exploring world faiths and worldviews from the standpoint of conceptual enquiry we aim to enable children to make clear links with concepts within their own experience promoting a deep understanding of different viewpoints.

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

Spiritual, moral, social and cultural development

Learning about and from religious traditions helps children to appreciate which aspects of life have been significant for most of humanity throughout the ages. 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. It also helps to show them what shapes people's behaviour and motivations, and points children towards positive models for their own lives.

Personal development and well-being

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

Approaches to teaching RE – Implementation

The Religious Education curriculum at the Deanery takes a conceptual enquiry approach with two thirds of the time spent exploring key Christian concepts through the use of the scheme Understanding Christianity and the remaining one third spent exploring other world faiths and world views using the conceptual enquiry approach as outlined in the Living Difference (HIAS) Scheme. Both of these schemes aim to produce theologically literate children. Planning units are built around a key enquiry question, enabling higher level thinking whilst supporting non- specialist class teachers. Class teachers deliver Religious Education weekly through a variety of teaching and learning methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection as well as using a cross curricula approach.

Religious Education is taught in half termly units of work specified on the long term plan (see appendix 1). The curriculum is designed to be a spiral curriculum with key concepts being revisited at a deeper level in higher year groups. Other world faiths are introduced in a structured way.

The curriculum allows opportunity to:

- Listen to the opinions of others respectfully, developing empathy
- Consider personal attitudes and beliefs
- Develop questioning skills and evaluate evidence
- Develop an understanding of moral issues

British Values are an integral part of the Religious Education curriculum. Children explore religious beliefs and the impact of those beliefs on people of that particular religion. They then make connections to their own life experience and understanding of the world. These skills promote individual opinions, tolerance and mutual respect of the opinions of others and an appreciation of democracy and the rule of law.

How RE is organised

The RE curriculum is taught, following guidance in The Statement of Entitlement, for 5 – 10% of teaching time. It is delivered either as a discrete subject or when appropriate part of the cross curricula approach so that RE is not isolated from the wider curriculum.

In EYFS and KS1 the children study Christianity, Judaism and Hinduism. In KS2 Sikhism, Islam and Buddhism are also included. All staff have access to the long term plan as well as the medium term plans on the school network. A resources list is also on the network, listing the artefacts that are available to support teaching. Resources are stored in a central location and are able to be accessed by all.

Children have the opportunity to visit a place of worship of the faith being studied in each year group from year 1 to year 6 (see appendix 1).

Assessment and Recording of RE - Impact

Each child's overall development is assessed half termly against specified outcomes from the conceptual enquiry schemes. These assess skills rather than knowledge acquired. The assessment criteria illustrate the development of those skills through the school. Each child is assessed as emerging, expected or exceeding against each criterion.

Areas assessed are:

Understanding Christianity – Making sense of the text; Understanding the impact; Making connections
Living Difference – Enquire; Contextualise/Evaluate; Communicate/Apply

Arrangements for monitoring standards of teaching and learning in RE

The curriculum leader for RE will monitor:

- Pupil progress by analysing half termly assessment data
- Planning of RE across the school with an annual planning trawl and follow up checks as necessary
- Children's work in book trawls across the school and trawls of class portfolios

The Religious Education curriculum is also monitored by the leadership team through:

- Book trawls
- Lesson observations
- Assessment data

Pupil and staff feedback is considered on at least a yearly basis.

Governors receive reports at least termly through the link governor for RE as well as scrutinising assessment data.

Responsibilities for RE within the school

As well as fulfilling their legal obligations, the governing body and Head teacher will make sure that:

- all children make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and children can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that children receive their entitlement to RE.

It is the role of the R.E. leader to

- Monitor planning
- Monitor assessment data
- Manage an annual RE budget
- Provide adequate resources
- Develop targets for the School Development plan
- Prepare reports to governors
- Act as point of reference to colleagues

It is the role of the class teacher to:

- Implement the RE curriculum
- Take account of the range of ability within a class
- Complete half termly assessments
- Be aware of and use relevant artefacts
- Complete planning units
- Highlight and bring to the attention of the curriculum leader for RE any areas of concern

The right of withdrawal from RE

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by children or there are issues related to religion that arise in other subjects. We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at the Deanery CE School.

Date of policy review

Written by Mrs J Richardson

February 2019

Agreed and accepted by Governing Body

March 2019

Signed _____

Dated _____

Appendices

1. Long Term Plan

RE – Curriculum overview 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	UC – F1 CREATION Why is the word 'God' so important to Christians?	UC – F2 INCARNATION Why do Christians perform nativity plays at Christmas?	Key concept Remembering <i>Janmashtami (Krishna's birthday)</i> H	UC – F3 SALVATION: Why do Christians put a cross in an Easter garden?	Key concept Precious/Ritual <i>Water</i> C, H	Key concept Storytelling Stories Jesus told C
	Key concept Thankfulness <i>Harvest</i>	Key concept Celebrating <i>Celebrating birth</i>		Key concept Symbolism - New life <i>Easter</i>		Or Key concept Storytelling Stories from all world faiths
1	UC – 1.2 CREATION Who made the world? <i>(Thankfulness/ Harvest)</i>	UC – 1.3 INCARNATION Why does Christmas matter to Christians?	Key concept Belonging <i>Belonging in Judaism</i> J	UC – 1.5 SALVATION: Why does Easter matter to Christians?	Key concept Remembering <i>Shabbat</i> J	Key concept Change <i>People Jesus met</i> C
		Christmas through the keyhole (St Johns)				
	Key concept Thankfulness <i>Harvest & Sukkot</i> C & J	Key concept Celebration <i>Jesus' birthday</i>		Key concept Sad & Happy <i>Easter</i>		
	Key concept – Sacred places Visit a church					
2	UC – 1.1 GOD What do Christians believe God is like?	UC – 1.3 INCARNATION Why does Christmas matter to Christians? DD	Key concept Special <i>Special books – Bible & Torah</i> C & J	UC – 1.5 SALVATION: Why does Easter matter to Christians? DD	Key concept Remembering <i>Passover</i> J	Key concept Creation <i>Creation stories</i> C & H
	Key concept God <i>Ideas about God</i> C & H		*Link to World Book Day	Key concept Belief <i>Easter</i>		
	Key concept – Sacred places Visit a Synagogue					
3	UC – 2A.1 CREATION: What do Christians learn from the Creation story?	Key concept Good & Evil <i>Diwali – Sikh/ Hindu celebration</i> S, H	UC – 2A.2 PEOPLE OF GOD: What is it like to follow God?	UC – 2A.5 SALVATION: Why Christians call the day Jesus died 'Good Friday'?	Key concept Symbolism – <i>Trees</i> C, H, B, J	UC – 2A.4 GOSPEL: What kind of world did Jesus want?
						Key concept Messages Stories with Messages B, I, C
	Key concept – Sacred places Visit a Mandir (Hindu temple)					

4	Key concept Remembering <i>5Ks</i> <i>S</i>	Key concept Symbolism - Light <i>Advent & Hannukah</i> <i>C, J</i>	UC – 2A.3 INCARNATION What is the Trinity?	UC – 2A.5 SALVATION: Why Christians call the day Jesus died 'Good Friday?' DD	Key concept Water - Ritual <i>Wudu (Islam), Baptism (Christianity) & Sikhism baby blessing</i>	UC – 2A. 6 KINGDOM OF GOD: When Jesus left, what was the impact of Pentecost?
				Key concept Changing emotions <i>Easter</i>		
	Key concept – Sacred places Visit a Gurdwara					
5	Key concept Journey of life <i>Rites of passage</i> <i>I</i>	UC – 2B.4 INCARNATION: Was Jesus the Messiah?	UC – 2B.5 GOSPEL: What would Jesus do?	UC – 2B.6 SALVATION: What did Jesus do to save human beings?	Key concept Belonging <i>Shahada & Salat</i> <i>I</i>	Key concept Ritual <i>Prayer</i> <i>C, J, I</i>
		Key concept Prophecy	Key concept Mission			
	Key concept – Sacred places Visit a Mosque					
6	Key concept Wisdom (Sacred books) <i>Are sacred books wise?</i> <i>C, J, I</i>	Key concept Power <i>God's power</i> <i>C, I</i>	UC – 2B.2 CREATION: Creation and science: conflicting or complementary?	UC – 2B.7 SALVATION: What difference does the resurrection make to Christians?	UC – 2B.3 PEOPLE OF GOD: How can following God bring freedom and justice?	Key concept Journey of life <i>Rites of passage</i> <i>B</i>
		Or Remembering <i>WW1</i>		Key concept Resurrection <i>Easter</i>	Key concept Freedom/Justice <i>Passover</i> <i>J, C, I</i>	
	Church visit – Easter through the keyhole					

Key threads:

Remembering – FS, Y1, Y2, Y4, Y6?
 Belonging – Y1, Y5
 Creation – Y1, Y2, Y3, Y6
 Incarnation – FS, Y1, Y2, Y4, Y5
 Salvation – FS, Y1, Y2, Y3, Y4, Y5, Y6

Symbolism – FS, Y3, Y4
 Ritual – FS, Y4, Y5
 Emotions – Y1, Y3, Y4, Y6
 Change/cycles of life – Y1, Y5, Y6
 Sacred places – Y1, Y2, Y3, Y4, Y5
 Stories – FS, Y2, Y3

Understanding Christianity

Other world religions

Links between religions