

# St. John's C.E. Primary School



Policy: RE Policy

**Reviewed: March 2017**

**Future Review: March 2018**

## Religious Education Policy

### **Aims and objectives**

Religious education will give pupils:

- a. a foundation of Christian teaching relevant to the trust deed of the school and to the needs of the present day;
- b. familiarity with the life and concerns of the world-wide Anglican Communion, with the ecumenical perspective both locally and nationally and with the work, achievements and needs of the world Church;
- c. an appreciation and understanding of all that is embraced by the term religion in its widest sense, especially in relation to other world faiths with which children are likely to come into contact in this diocese and beyond, this is done in such a way that children in our schools who practise those faiths will be supported and encouraged;
- d. an understanding of what is meant by the Christian Heritage of the British Isles to enable pupils to discover the contribution of Christianity to the history and culture of Britain and its influence on public life, laws and customs.
- e. by the time children leave school they should have been exposed to the teachings of Jesus and to the beliefs, values, rituals and practices of Christianity. They should be familiar with expressions of faith in the world wide Church, concerns of the Anglican Communion and some understanding of other world faiths. They should recognise Christian signs and symbols and be exposed to a variety of resources that draw from the Bible, literature, the arts, music, liturgy and sacrament.
- f. an understanding of the beliefs, values and rituals of other world religions.

### **Content**

#### **Religious Education should enable pupils to:**

- develop knowledge and understanding of Christian beliefs, values and practises, and appreciate the significance of the Christian faith for individuals, cultures and societies in Britain and world-wide;
- be introduced to the riches and diversity of religious traditions in order that they can learn about and from them;
- appreciate the ways in which religion is conveyed in story, myth, ritual, symbol, artefacts, art, music and drama;
- understand the place of religion in human life and the important ways in which it influences individuals, communities and society;
- develop skills which will enable pupils to explore and respond to religious questions, truth claims and sensitive issues;
- understand that beliefs and values affect and influence attitudes, behaviour and actions;
- encourage pupils to value themselves, and to respect others;
- recognise the rights of others to hold beliefs different from their own;
- challenge beliefs and values that harm or diminish people;
- provide opportunities for pupils to reflect on their own experience, and to develop their own spirituality.

## **Organisation**

Foundation Stage: Thematic Approach

Key Stage 1: 1 hour

Key Stage 2: 1.5 hours

## **Class organisation**

In the Foundation Stage RE may be taught as part of a theme. From Year 1, RE will be taught in a dedicated lesson.

## **Links**

Cross-curricular links will be made with other subjects. Within this, the moral, spiritual, social and cultural education of the children will be given a strong emphasis.

## **A typical lesson**

A typical lesson might include:

- Brainstorming
- Small and large group work
- Collaborative learning strategies
- Use of artefacts, pictures and images
- Extended projects
- Interviewing
- Role-play
- Looking at evidence
- Silence and meditation
- Imaginative work
- Creating and composing
- Observation of festivals and celebrations

## **Strategies**

Pupils should be given opportunities to learn in various ways through the use of a range of teaching methods and strategies which match curricular objectives, and are appropriate for particular units of work and meet the needs of all pupils.

A tick-list could include:

- brainstorming;
- use of small and larger group work;
- co-operative learning strategies for example, circle work, jigsaw method, problem solving, listening and discussion, group presentations.
- using artefacts, pictures and images in appropriate ways to recount a significant religious story for example, using and moving characters around the crib to retell the Christmas story and to explore the significance of the nativity and the gift of Jesus;
- extended projects — extra curriculum for example, retreats;
- interviewing each other and other people 'chat show style' using tape recorders if available;

- role play through use of drama, mime and other resources;
- looking at and comparing primary sources of evidence for example, different accounts of a similar incidents and case histories;
- silence and meditation;
- imaginative work using visual images, music, poetry, and imagination exercises;
- creating, composing or making something for example, artefacts, designing board games for rites of passage or community celebrations, creating a book or collage, designing posters, making links if appropriate with design and technology;
- observation of celebrations and festivals that are important to pupils in the school and to people in the local community.

Pupils should be encouraged to express and communicate their ideas and reflections through the use of art, music, drama, craft, discussions, role play, narrative, tape slide sequences and projects.

Pupils should be helped to reflect on and express the significance of beliefs and values by:

- developing their senses of identity: exploring and thinking about their own faith, beliefs and values and developing their self-esteem and confidence;
- being able to continue in, or come to, their own beliefs and respecting the rights of others to hold beliefs different from their own;
- appreciating the value of their own faith or belief system and explaining it with confidence to others, in an atmosphere of respect, openness and trust;
- asking questions and discovering provisional answers — for example, what does it mean to belong to a group or community? To which group/s do we belong?
- developing and enhancing their own understanding of significant experiences; being given positive help in exploring the, meaning and purpose of life and developing their self-esteem and confidence;
- entering imaginatively into beliefs, values, ideals and vision of life that are important to others;
- developing the skills of expression and evaluation of religious concepts, beliefs, practices, through reflection on religion and on religious and moral issues;
- developing the skills of negotiation and the ability to deal with conflict in a reasonable way.

<b>Skills of religious education</b>	<b>Attitudes in Religious Education</b>
Investigation	Respect
Interpretation	Enquiry
Empathy	Fairness
Analysis	Understanding self and others
Reflection	Commitment
Discernment	Reverence

Skills of religious education	Attitudes in Religious Education
Synthesis	Openness
Evaluation	
Expression	

### **School and class organisation**

#### **How we cater for pupils who are more able**

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct extended questions towards the more able to maintain their involvement. Where necessary the school will consult with the RE adviser for extra support for these children.

#### **How we cater for pupils with particular needs**

We aim to give children equal access to RE curriculum by planning lessons which are differentiated and match the needs of all pupils.

#### **How we cater for pupils with special education needs and individual education plans**

Teachers will aim to include all pupils fully in their RE lessons. All children benefit from the emphasis on practical work and participating in watching and listening to other children demonstrating and explaining their methods and results. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

### **Resources**

Resources are stored centrally and contain a range of books and artefacts to be used across all age groups. Boxes of artefacts are available and should be handled in a sensitive manner.

1. Books should show that the author has a clear understanding of the faith e.g. Christianity is a world religion.
2. The content should be accurate.
3. Be appropriate to the age and ability of the children.
4. Take the subject seriously — be respectful.
5. Show what beliefs mean to believers.
6. Be true to the experience of believers.
7. Extend learning.
8. Show gender and racial balance.
9. Not make comparisons with other faiths.
10. Avoid sweeping generalisations and stereotypes.
11. Be as attractive and up to date as anything else in the library.
12. Artefacts should be treated with respect.

### **Information Technology**

ICT will be used in various ways to support teaching RE and to motivate children's learning.

## **Assessment in RE**

Children's learning will be assessed against the learning objectives and the learning outcomes as prescribed in the schemes of work. (Children will not be assessed about their beliefs or their personal response to belief.)

Children will be encouraged through self-assessment to develop a self-awareness.

Teachers will assess children's progress in RE by using the 'RE Assessing Pupils' Progress Assessment Guidelines' (Please refer to the appendix for a copy of the assessment guidelines). This involves using three assessment focuses to explore and explain achievement in RE, which are as follows:

1. Thinking about religion and belief
2. Enquiring, investigating and interpreting
3. Reflecting, evaluating and communicating

The ladder of key skills for assessing RE is used which encompasses both: Learning about religion and Learning from religion. Please refer to the class assessment files for further details.

## **Management of RE**

### **Role of the co-ordinator**

- Teach demonstration lessons
- Ensure teachers are familiar with the Schemes of Work, RE Guidelines and help them to plan lessons.
- Lead by example in the way they teach.
- Prepare, organise and lead INSET.
- Work co-operatively with the SENCO and the Head teacher
- Observe colleagues from time to time with a view to identifying the support they need, their strengths and sharing this good practice.
- Attend INSET provided by LEA consultants/LDBS
- Inform parents through curriculum meetings and assemblies.
- Discuss regularly with the Headteacher and Curriculum Committee the ongoing progress of development of RE in the school.
- Inform the Governing Body.
- Meet regularly with the RE Governor

### **Role of the Head teacher**

- Lead, manage and monitor RE including monitoring teaching plans and the quality of teaching in classrooms.
- With the Curriculum Committee, keeps the governing body informed about the development of RE.
- Ensure that RE remains a high profile in the school's development work.

### **Role of the governing body**

The role of the governing body is to agree the policy for RE and to consult with the Head teacher on its contents. Both the RE Governor and the Collective Worship Governor to meet with both the RE Co-ordinator and Collective Worship Governor on a regular basis.

**Health and safety**

As Stated in the Health and Safety Policy.