

St Christopher's CE Primary School



RE Policy

POLICY TYPE	CURRICULUM
OWNER	HEADTEACHER
APPROVING COMMITTEE	P&S
REVIEW EVERY	5 YEARS
APPROVED BY	
POSITION	
DATE	31 st October 2017

St Christopher's CE Primary School

Vision Statement

A school where:

- The uniqueness of individuals is respected and valued.
- The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.
- Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.
- All achievements are recognised and children learn to value their own successes.

All within the loving support of our Lord Jesus Christ

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

AIMS

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding, respect and acceptance of people who hold a strong faith or no faith at all.
- That all children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That it provokes challenging questions and develops children's knowledge and understanding of Christianity, other principal religions and religious traditions that examine these questions, fostering personal reflection and spiritual development.

- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities. The effect on the cultural diversity of their own and other societies both presently and in the past.
- That it prompts pupils to consider their responsibilities to themselves and to others. To explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- To support pupils personal and spiritual development by encouraging self awareness and self respect. To encourage pupils to explore their own beliefs, developing their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

COMMUNITY COHESION

Personal development and well-being

RE plays an important role in preparing pupils 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.

- **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 the school's locality** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- **The UK community** – a major focus of RE is the study of diversity of religion and belief 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 belief and its impact on world issues.

EQUAL OPPORTUNITIES

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special educational need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

EDUCATIONAL VISITS

Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities.

Staff will ensure that the context of the learning that will take place during the visit, will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship, staff must ensure that they do all they can to assure parents and encourage pupil participation.

TEACHING AND LEARNING

In order to make religious education a lively and active subject we employ a variety of teaching 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.

The Foundation and KS1 stages form the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around 'special times', people, places and objects/symbols. Many opportunities will be given for thinking, talking, listening and responding to others respectfully. Much emphasis will be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

In KS2, similar opportunities should be offered and children should be encouraged to openly discuss their understanding, opinions and attitudes about religion.

SYLLABUS

St Christopher's follows the Agreed Syllabus for Religious Education published by the Diocese of Oxford.

CONTENT AND BREADTH OF STUDY

Foundation Stage

There is no recommended time allocation for RE at Foundation Stage, however RE will be clearly evident within class teaching. These activities are distinct from collective worship. Children at Foundation Stage will experience a range of activities with a religious foci relating to specific points within the Foundation Stage Profile. Religious Education can make an active contribution to all six areas of the Foundation Stage curriculum, but has a particularly important contribution to make to: Personal, Social and Emotional, Communication and Language, Understanding of the World and Expressive Arts and Design.

Religious content will be drawn primarily from Christianity and then from other religions, particularly if they are represented by pupils in the class. Children will encounter explicit religious material and begin to reflect upon and consider religious and spiritual feelings, experiences and concepts. They will also be encouraged to ask and respond to fundamental questions.

KS1 & KS2

In KS1 and KS2 RE may be taught either discreetly or as part of a cross-curricular approach eg through PSHE, history, geography, art or as part of a focus day or period of time eg Christmas and Easter.

In Key Stage 1 children study Christianity and some aspects of both Buddhism and Judaism. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief for some children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imagination. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Christianity and Judaism are addressed through teaching of all the following themes during Key Stage 1:

- **Believing:** What they themselves believe in; the importance of God to themselves and to others; who the world belongs to; what can be gained from religious stories and traditions.
- **Behaving:** The guidance of religious leaders and their teachings: the importance of looking after our world.
- **Belonging:** The benefits of belonging: the importance of religious celebrations to people; the relevance and significance of religious words and symbols.

In Key Stage 2 children study Christianity and some aspects of Islam, Judaism, Hinduism and Sikhism. Through the course of Key Stage 2 they develop an understanding of the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between people of different beliefs. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Christianity, Islam, Judaism, Hinduism and Sikhism are addressed through the teaching of the following themes during Key Stage 2:

- **Believing:** The idea that religious people lead better lives; the importance and accuracy of sacred texts in relation to religious teaching; the way in which religious people cope with traumatic and emotional events involving death.
- **Behaving:** The importance and influence of religion in people's lives: the influence of religious beliefs in an individual's relationship to others; the scope for individual freedom of choice and individuality within a family's religious traditions; having and following religious beliefs whilst accepting the world is not always a good place.
- **Belonging:** The importance of collective worship within a religious community: how different religious communities deal with death, burial and mourning as an indication of their beliefs for an afterlife; how different art forms interpret religious beliefs.

Collective Worship is separate to the teaching of RE, though strands of Collective Worship may be used to enhance the RE curriculum.

ASSESSMENT, MONITORING AND RECORDING OF RE

The two Attainment Targets, Learning about Religion (AT1) and Learning from Religion (AT2), provide the aims and direction for teaching and learning in Religious Education.

AT1 Learning about Religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation and includes identifying and developing an understanding of ultimate questions and ethical issues. Pupils will develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

AT2 Learning from Religion is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

Planning should be part of a child-initiated process, beginning with children's' current levels of understanding and following areas that children would wish to explore further. Examples of work produced, videos, photographic experiences should also be kept as an evidence base for making evaluations about the teaching of RE and the successful levels of learning that have been achieved.

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaison with staff to be able to observe

lessons, through INSET sessions, monitoring planning and coverage, carrying out pupil interviews.

The result of any monitoring should be discussed with the Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.

RESOURCES

Resources are stored centrally and include books, interactive resources, pictures, artefacts, posters. All materials should be handled very sensitively and with respect.

THE RIGHT OF WITHDRAWAL FROM RE

All pupils will be given equal opportunities to access this area of the curriculum, but we accept that on some occasions parents may wish to exercise their right of withdrawal. Where parents are wishing to exercise this right they should first discuss this with the Headteacher.