

Longstone CE (VA)
Primary School



Draft Religious Education Policy

Version: 3

Date: July 2016

1. Summary

This document explains the school's policy on and organisation of Religious Education.

2. Document control

2.1 Owner

The owner of this document is the Head Teacher. All requests for change should be directed to them.

Any printed copies of this document are for reference only; the definitive version is the computer file held on the school office administrator's computer.

2.2 Revision history

Date	Version	Changes	Author(s)
01Dec08	1.0		
Oct 2012	2	Changes to current practice	Sophie Bell
Next S&S	3	Incorporates changes to new syllabus	Sophie Bell

2.3 Approval

Date	Version	Approver(s)	Minute number
01Dec08	1.0	Governors	9.1
25/11/12	2	Strategic & Standards Committee	4.5
23/11/16	3	Strategic & Standards Committee	7.2

2.4 Review period

The maximum period between reviews of this document is: 2 years

Version	Next revision due
3	2020

Statement of Policy

1. Mission Statement

1.1 At Longstone Church of England (Voluntary Aided) School Christianity is at the heart of everything we do each and every day. We endeavour to provide the highest quality primary education within the context of a caring and supportive Christian ethos.

This policy furthers the aims of the school, which seek to reflect core Christian principles:

School Values	Core Christian principles
Respect and kindness	Compassion
Happiness and belonging	Fellowship
High expectations for everyone	Hope & Endurance
Achieving our potential	Understanding that we are unique in the eyes of God
A passion for learning	Joy & wisdom
Working together in a happy safe environment	Friendship, trust and love

We think that these values underpin not only the RE curriculum but every action undertaken by pupils, staff and the community alike.

1.2 Aims

The aims of religious education are to:

- Enable children to develop an awareness of important questions about the meaning and purpose of existence and what is ultimately worthwhile and valuable in life.
- Make a strong and positive contribution to pupils' spiritual, moral, social and cultural development.
- Allow children to study the contemporary belief and practice enabling them to understand culture and religion in Britain and the rest of the world, breaking down misunderstanding and celebrating diversity, including a multicultural view.
- Enable pupils to be able to reflect on their own experiences and to develop a personal response, spirituality and relationship with the Christian faith.
- Develop pupils' investigative and research skills and to enable them to make reasoned judgements about complex issues.

2 The legal position of religious education

2.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

2.2 The religious education curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship. The RE syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, and it takes account of the teachings and practices of other major religions.

3 Teaching and learning style

- 3.1** We base our teaching and learning style in RE on the key principle that children learn about religion and learn from religion. We endeavour to make Religious Education as creative and interactive as possible and cover the Derbyshire Syllabus for RE (2015-20) during planned 'RE themed weeks'. See Appendix 1
- 3.2** Our teaching enables the pupils to learn about the diversity of faiths and builds on personal experience to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.
- 3.3** At Longstone we teach the children to develop their own sense of values whilst promoting their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 3.3** Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children experience individual work pair work and whole class work. Sometimes they prepare presentations and share these with other members of the school/ their class.
- 3.4** We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
- Setting common tasks which are open-ended and can have a variety of responses.
 - Setting tasks of increasing difficulty (we do not expect all children to complete all tasks).
 - Grouping the children by ability in the room and setting different tasks for each ability group.
 - Providing resources of different complexity, adapted to the ability of the child.
 - Using classroom assistants to support the work of individuals or groups of children.
 - Guiding children to set their own tasks, suitable for their ability, to meet a set objective.

4 Curriculum planning in religious education

- 4.1** We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. We follow the themes and 'big questions' set by the Derbyshire RE syllabus (2015-20).
- 4.2** The long-term topic cycles maps the religious education theme and questions to be covered on a three yearly rolling cycle. We teach religious education topics during themed RE weeks, allowing us the time to provide creative and stimulating learning opportunities for the children.
- 4.3** The class teacher writes and adapts the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and may discuss them with the RE subject leader.

5 Foundation Stage

- 5.1** We teach religious education to all children in the school, including those in Early Years Foundation Stage (EYFS).
- 5.2** Religious education is an integral part of the topic work covered during the year. As the EYFS pupils follow the Foundation Stage Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Development Bands and Early Learning

Goals which underpin the curriculum planning for children aged three to five. Most of the RE teaching is carried out through the areas of:

- Making Relationships
- Self-confidence & self-awareness
- Managing feelings and behaviour
- People & Communities
- The World

6 Contribution of religious education to the teaching of other subjects

6.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in our English teaching have religious themes or content, which encourages discussion, also presentations about religious themes occur within classes and in assemblies all of which helps to promote speaking and listening skills.

6.2 Computing

We use technology where appropriate in religious education. The children find, select and analyse information, using the internet. They also use computers and tablets to review, modify and evaluate their work and to improve its presentation. The use of DVDs and clips are also valuable and accessible forms of communication which the children experience in RE as required.

6.3 Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding, we enable children to appreciate what it means to be positive members of our diverse society.

6.4 Spiritual, moral, and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their cultural awareness by allowing them to explore a diversity of cultures promoting tolerance and a sense of themselves within a multicultural society.

7 Teaching religious education to children with special needs

7.1 In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of all children. We take into account the targets set for individual children in their Individual Education Plans.

8 Assessment and recording

8.1 We assess children's work in religious education by making formal judgements against the Assessment triangles in the Derbyshire Syllabus for RE (2015-20). We observe children during lessons, during daily school life and take evidence from work to establish these assessment levels. On completion of a unit of work, we make a summary judgement about the work of each pupil which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

8.2 Assessment is stored electronically in 'Unicorn'. This software enables us to track individual progress in addition to being able to analyse cohorts and particular groups across the school.

9 Resources

9.1 We keep resources for religious education in a central store where there is a box of artefacts for each of the major faiths we study. There are prayer based artefacts in each classroom and a central store of Bibles which adults and children are welcome to borrow.

10 Monitoring and review

10.1 The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. They have specially-allocated time for carrying out the vital task of reviewing aspects of the subject such as:

- Learning walks
- Lesson observations
- Planning analysis
- Work scrutiny
- Pupil dialogue

This policy is reviewed every 4 years by the Strategic, Standards & Curriculum Committee.

Signed (Head Teacher)

Signed (Chair of Strategic, Standards and Curriculum Committee)

Signed (Chair of Governing Body)

RE Syllabus Topic Cycle A

	Early Years	KS1	KS2
Autumn 1	Special Places	Myself (1.7) Myself 1.7. How do we show we care for others?	Beliefs in action in the world 2.16 Can religions help to build a fair world?
Autumn 2 (Christmas)	Christmas		
Spring 1	Special stories What stories are special and why?	Story 1.4. What do stories of Jesus tell Christians about how to live?	Teachings and authority 2.6. Why is the Christian Bible so important for Christians today? Why is the Guru Granth Sahib / Qur'an so important for Sikhs / Muslims?
Spring 2 (Easter)	Easter	Easter	Easter
Sum 1	Special Places	Symbols 1.5. In what ways is a church / mosque / synagogue important to believers?	Symbols and religious expression 2.8. What is the purpose and value of a sacred space?
Sum2 (Wild Week - Gods World)			

RE Syllabus Topic Cycle B

	Early Years	KS1	KS2
Autumn 1	Special world What is special about our world?	Beliefs in action in the world 2.17 What do religions teach about the natural world and why should we care about it?	Beliefs in action in the world 2.17 What do religions teach about the natural world and why should we care about it?
Autumn 2 (Christmas)	Christmas		
Spring 1	Special places What places are special and why?	Symbols 1.5. In what ways is a church / mosque / synagogue important to believers?	Symbols and religious expression 2.7. How do people express their faith through the arts?
Spring 2 (Easter)	Being special Where do we belong?	Religion and the individual Right and wrong	Religion and the individual 2.13 What can we learn from religions about deciding what is right and wrong?
Sum 1	Special times What times are special and why?	Believing 1.2. What can we learn from creation stories?	Worship, pilgrimage and special places 2.10 What are the deeper meanings of festivals? 2.11 Why is pilgrimage important to some religious believers?
Sum2 (Wild Week Gods world)	Special world What is special about our world?	Journey of life and death 2.12 How and why do believers show their commitments during the journey of life?	Journey of life and death 2.12 How and why do believers show their commitments during the journey of life?

RE Syllabus Topic Cycle C

	Early Years	KS1	KS2
Autumn 1	Being Special	Belonging 1.8. What does it mean to belong?	Religion family and community 2.15. How can we make our village / town / county a more respectful place?
Autumn 2 (Christmas)	Christmas		
Spring 1	Special People	Believing 1.1 Who is a Christian / a Muslim / Jewish and what do they believe?	Symbols and religious expressions 2.9. Why is prayer important for religious believers?
Spring 2 (Easter)	Special Times	Celebrations 1.6. How and why do we celebrate special times?	Beliefs and questions (2.2) Why is Easter so important for Christians
Sum 1	Special People	Leaders and Teachers 1.3. Who is an inspiring person and why?	Inspirational people (2.4) What makes a leader worth following?
Sum2 (Wild Week Gods world)			