



RELIGIOUS EDUCATION POLICY

Reviewed by Head. Noted by SE Cttee.	17 th January 2019
Next Review (3 yrs)	Spring 2021

INTRODUCTION

At St John's we believe that Religious Education 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. Religious Education at St John's also allows our pupils to learn more about other religious traditions (and worldviews) whilst showing a deep respect for the religious freedom of each person. This ties in with the school vision of allowing all pupils the opportunity to SHINE.

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

“Let your light shine before others, so that they may see your good works and give glory to your father in heaven.”

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with parents, families and the community to always be the best we can be.

RELIGIOUS EDUCATION CURRICULUM INTENT

SELF - At this school we want children to recognise and develop their own beliefs. We want them to grow in their understanding of what is important to them and why. We want them to learn more about the Christian ethos of our school.

OTHERS - We are proactive in exposing our pupils to people from a range of religious communities and teach them about religious beliefs from Christianity, Islam, Judaism, Sikhism and Hinduism.

WIDER WORLD - Pupils at St John's are taught that religion is a subject that impacts local, national and international communities. Our aim is to prepare them to be tolerant of people from different religious backgrounds and become a respectful member of their community.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

AIMS AND OBJECTIVES

At St John's we aim to provide an environment and curriculum that encourages spiritual, moral and religious growth. Through a clear expression of Christian values we seek to nurture and promote opportunities for pupils to reflect on their personal, religious and moral development and to foster a spiritual awareness in an increasingly complex multi-faceted world. We seek to provide pupils with experiences and opportunities that challenge them to learn from religion and not just about religion.

AIMS

- To begin to develop a spiritual awareness; to look at the inner self and develop a sense that there is something deeper to life than the every day.
- To develop a sense of awe, wonder, thankfulness and respect for the created world.
- To foster a reflective, thoughtful approach to life in the religious practices of mankind.
- To develop an awareness and understanding of the writings, teachings, rituals, artefacts of Christianity and to promote an understanding of, sensitivity towards and respect for those with religious beliefs different from one's own.
- to foster the development and acquisition of a set of moral values, to reflect on those and make a considered choice of one's own beliefs and commitments
- to help prepare pupils for the experiences of future life by enabling them to mature in relation to their own and other's beliefs, values and behaviours
- to enable pupils to embrace diversity and to interact with people from other faiths, communities and backgrounds

TEACHING AND LEARNING STYLE

Religious Education focuses on enabling pupils to understand people's religious beliefs and practices. We believe that a range of practical approaches is required in order for them to engage with the teachings, traditions and festivals of the Church's year as well as developing their understanding of the beliefs of other major religions.

Teaching is undertaken in a variety of ways;

- through story; engaging pupils with teaching and key characters
- through art and craft; pupils are encouraged to respond creatively
- through drama; pupils are helped to experience the lives of others through role play
- through discussion, debate and circle time
- through visitors and visits; firsthand experience

We recognise the fact that in all classes there are pupils of widely-different abilities in Religious Education and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty or complexity to match ability. Not all pupils complete all tasks;
- where possible, using classroom assistants to support pupils individually or in groups.

RELIGIOUS EDUCATION CURRICULUM PLANNING

In school, the curriculum is based on the Diocesan Syllabus for Religious Education for the Dioceses of Leeds and York. The principle aims of this are:

- To enable pupils to know about and understand 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 pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. At Key Stage 2, teaching and learning is extended to include Christianity, Islam, Judaism, Sikhism and Hinduism, alongside understanding of non-religious approaches to life.

We carry out curriculum planning in Religious Education in two phases (long-term and medium-term/ short-term). The long-term plan maps out the topics to be covered over the 2 year cycle (KS2) or 3 year cycle (KS1). The Schemes of Work are medium term plans and where appropriate lesson plans differentiated by year group. In this way they meet the needs of all the learners in both Key Stages. The Schemes of Work are written by the R.E. Coordinator and teaching staff in school. The Schemes of Work are based on the Understanding Christianity resources suggested by the Diocesan scheme of work and the thematic and world religion units in the Diocesan syllabus. Religious Education is a core subject at St John's CE Primary School and is taught every week. However, teachers might choose to block time for Religious Education. This allows for sharing of resources, for trips and visitors and for the extension of creative work or performances. We work to ensure that the pupil's learning meets the requirements of the Church of England's statement of entitlement.

FOUNDATION STAGE

We encourage the religious and spiritual development of our pupils in Reception class as an integral part of their work. As Reception class is part of the EYFS, we relate the religious development of the pupils to the objectives set out in both the Diocesan syllabus and the Early Years Outcomes which underpin the statutory requirements for children from birth to end of the Reception year. We encourage the pupils to think about Christianity and a range of religious beliefs to develop their knowledge and understanding of the world by helping them to gain understanding and attach value to their own and other people's beliefs and culture.

ACHIEVEMENT AND PROGRESS

We assess progress of pupils against the end of key stage statements in the syllabus.

Assessment is built into our programmes of work.

- Pupils evaluate and reflect on their own learning about religion using the school's own materials .
- Pupils' work is also recorded in the red home-school books, sometimes with evaluations from the pupils.
- Teachers use on-going assessment in the classroom for R.E. (eg through use of questioning) and add their formative and summative judgements to an excel tracking document for the year. Teachers report end of year judgements in RE to parents.
- Pupils in KS1 and KS2 are assessed at the end of each topic using guidelines from the Diocesan syllabus.
- Pupils in EYFS are assessed using guidelines from the Diocesan syllabus and against relevant sections of the Early Years Outcomes and the Early Learning Goals in the summer term.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We will report annually to parents on individual pupil's achievement relative to their year group expectations.

WITHDRAWAL FROM RE

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to discuss them with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

ENQUIRIES AND QUESTIONS

The school welcomes enquiries or questions about RE. In the first instance, parents should contact their child's class teacher.

EXPECTED OUTCOMES END OF KS1, LOWER KS2 AND UPPER KS2

End of KS1 Outcomes

A. Make sense of a range of religious and non-religious concepts and beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
A1 - Identify the core concepts and beliefs studied and give a simple description of what they mean	B1 - Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities	C1 - Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas
A2 - Give examples of how stories show what people believe (e.g. the meaning behind a festival)	B2 - Give examples of ways in which believers put their beliefs into action	C2 - Give a good reason for the views they have and the connections they make
A3 - Give clear, simple accounts of what stories and other texts mean to believers		C3 - Talk about what they have learned

Lower Key Stage 2 Outcomes

A. Make sense of a range of religious and non-religious concepts and beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
A1 - Identify and describe the core beliefs and concepts studied	B1 - Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	C1 - Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
A2 - Make clear links between texts/sources of authority and the key concepts studied	B2 - Describe how people show their beliefs in how they worship and in the way they live	C2 - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
A3 - Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers	B3 - Identify some differences in how people put their beliefs into practice	C3 - Give good reasons for the views they have and the connections they make C4 - Talk about what they have learned and if they have changed their thinking

Upper Key Stage Two Outcomes:

A. Make sense of a range of religious and non-religious concepts and beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
A1 - Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions	B1 - Make clear connections between what people believe and how they live, individually and in communities	C1 - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
A2 - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts	B2 - Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	C2 - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses , recognising that others may think differently

<p>A3 - Taking account of the context(s), suggest meanings for texts/ sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.</p>		<p>C3 - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>
		<p>C4 - Talk about what they have learned, how their thinking may have changed and why</p>