



Religious Education Policy

St John's Church of England First School

'I will give thanks to you because I have been so amazingly and miraculously made'
(Psalm 139: 13-14)

Headteacher: Miss E Challiner
RE Co-ordinator: Mrs. Helen Byrne

RE Policy

Our Mission Statement

We seek within a Christian environment to provide a happy, caring, family-centred village school.

We ensure that our pupils are well equipped to maintain high standards of achievement as they progress in their education.

Learning together, we will be learning for life!

Definition

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At St John's First School we develop the children's knowledge and understanding of Christianity and other world faiths. We address some of the fundamental questions in life. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions (exploring and responding to human experience) as well as about religions (developing knowledge and understanding of religion).

Introduction

The teaching of RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes 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. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Children are encouraged to build on their own experiences and extend their knowledge and understanding of religious traditions. Strong links with St. John the Evangelist's Church in the village enriches their experiences and helps to develop their religious thinking. Direct experience comes from organised visits

to local places of worship and visits from representatives of local religious groups who come into school and talk to the children.

Aims and purposes of Religious Education

RE at St. John's First School provides children with the opportunity to:

- develop their knowledge and understanding of, and their ability to respond to, Christianity and other major world religions represented in the United Kingdom.
- explore issues within and between faiths to help them understand and respect different religions beliefs values and traditions
- consider questions of meaning and purpose in life from beginning to end
- learn about religious and ethical teaching, enabling them to make reasoned judgements on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

How Religious Education supports our School Aims

RE enables children to develop values and attitudes that support our school aims. In particular children work both independently, encouraging them to be independent learners, and with others, listening to others' ideas and treating these with respect. They take pride in, and celebrate their achievements and the achievements of others by reviewing their work, experiences and knowledge, and recognising the progress made in reaching that result.

The subject enables children to develop a respect for each other, to develop their own cultural awareness and understanding, and appreciate the value of differences and similarities. They develop an understanding that all people are equal regardless of age, race, gender or ability.

Legal Requirements

The RE syllabus at our school reflects the fact that the religious traditions in the United Kingdom are in the main Christian and, at the same time, takes account of the teachings and practices of other major religions.

Cross Curricular Opportunities

Whenever possible, we link our planning to the creative curriculum.

Personal, social and health education (PSHE) and Citizenship

Through our RE and PSHE lessons, we teach the children about the Christian values and moral beliefs that underpin individual choices of behaviour. We also promote the British 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 of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural Development

Through teaching RE 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 social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing they develop their knowledge and understanding of the cultural context of their own lives.

We actively encourage children to be aware of those not as fortunate as ourselves through raising money for local, national and global charities.

Children have the opportunity to become School Councillors where they learn to represent the views of their peers, to respect others opinions and try to create a community that feels collective responsibility.

Our PSHE framework also develops the moral, social and cultural elements of RE through discussions such as knowing and understanding our responsibilities to

others, respecting the needs of others, how our behaviour can affect others and considering people living in other places and with different values and customs.

Progression in Religious Education

We ensure that the topics studied in RE 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.

RE is taught as a discrete subject throughout the school including the Foundation Stage as well as being incorporated into other curriculum areas through our Creative Curriculum and through the hidden curriculum.

Equal Opportunities

Work in RE should be relevant, interesting and of educational value to all pupils, whatever their own religious or philosophical backgrounds. The contribution of all children will be valued and his/her views taken into account regardless of background, race or gender. RE work will provide opportunities for pupils and parents who are members of faith communities to contribute to lessons where appropriate.

Special Educational Needs

At our school we teach to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs

Role of the Co-ordinator

To lead the development of RE in the school

To provide guidance to individual members of staff

To keep up to date with local, diocesan and national developments in RE and disseminate relevant information.

To regularly update staff on new resources, ideas, materials etc.

To review and monitor the success and progress of the planned units of work

To be responsible for the organisation and maintenance of RE resources.

Assessment and Record Keeping

All assessments are made in line with our school assessment policy.

Teacher assessments are made against the Statements of Attainment for each Key Stage as contained in the agreed syllabus. End of year assessments are made based on the work covered.

Attainment Targets based on the National Curriculum

There are two aspects to the teaching of R.E.:

Learning about Religions (AT1)

This includes the ability to:

- identify, name, describe and give accounts in order to build a coherent picture of each religion
- explain the meaning of religious language, stories and symbolism
- explain similarities and differences between, and within, religions

Learning from Religions (AT2)

This includes the ability to:

- give an informed and considered response to religious and moral issues
- reflect on what might be learnt from religions in the light of one's own beliefs and experience
- identify and respond to questions of meaning within religions

Pupils are assessed as:

- **Working at greater depth within the expected standard (GDS):** pupils who are

exceeding the expectations for their age group

• **Working at the expected standard (EXS):** pupils who are meeting the expectations for their age group in full

• **Working towards the expected standard (WTS):** pupils who have yet to meet the expectations for their age group

By the end of **Reception** children should be able to:

- Talk about past and present events in their own lives and in the lives of family members.
- Talk about similarities and differences in relation to places, objects, materials and living things, including the church and worship areas in the school.
- Talk about similarities and differences between themselves and others, and among families, communities and traditions, including Christians they may know.
- Talk about the features of their own immediate environment and how environments might vary from one another, and what makes them special.
- Talk about that other children do not always enjoy the same things, and are sensitive to this.
- Make observations of animals and plants. Talk about how plants/animals make them feel, the importance of caring for the earth (stewardship) and that Christians believe that God created the world.

By the end of **Year 1** pupils should **be able to**:

- Name some religious beliefs and teachings from stories.
- Name features of religious life and practises.
- Name different forms of religious expression.
- Identify aspects of their own experience and thinking in religious stories.

- Identify things which they find interesting or puzzling in learning about religion.
- Identify what is of value and concern to them or others including those with in a faith.

By the end of **Year 2** pupils should **be able to**:

- Describe some basic religious beliefs and teachings.
- Describe some basic religious practices, and know some are characteristic of more than one religion.
- Suggest meanings in religious symbols, language and stories.
- Reflect and empathise with religious aspects of learning in the light of one's own and others' experiences and thoughts.
- Question some experiences which cause people to wonder and realise some questions are difficult to answer.
- Reflect on good and bad examples in stories, and be aware that some things are right and others are wrong.

For Christianity, by the end of **key stage 1** pupils should **be able to**:

- Retell the major points of the stories of Creation, Christmas and Easter.
- Explain what Christians do when they get things wrong and that Jesus' death means that they can be forgiven.
- Begin to explain what is meant by the Trinity and can use stories to explain what God is like.
- Explain how major festivals are linked with biblical stories and what happens during them.
- Begin to understand symbolism involved in worship.
- Give examples of how faith has inspired Christians to serve others.

By the end of **Year 4** children should **be able to**:

- Describe some key religious beliefs and teachings of the religions studied
- Describe some key features of religious festivals and practices in the religions studied
- Make links between examples of religious expression and the beliefs and ideas which underlie them
- Realise that there are connections between their own experiences and those of others and say what influences their lives
- Have empathy with other people's ideas about questions which are difficult to answer
- Express the links between the values and commitments, including religious ones, and their attitudes or behaviour

For Christianity, by the end of Year 4 children should be able to:

- Explain connections between Creation, Incarnation and Salvation.
- Explain what it means to be tempted, and what is meant by sin.
- Explain how Christians try to change the way in which they live and how this is connected to their faith in God.
- Explain what is meant by covenant and give examples of where this concept is found in the Bible.
- Understand what the good news of the Gospel is, and can begin to explain what happened to Jesus' followers after his death.
- Clear examples of how Christian lifestyles differ to others and explain the impact that they have had on the world around them.