



# Barningham CEVC Primary School

## Religious Education (RE) Policy

### 1 Aims and objectives

#### 1.1 The study of RE should:

- provoke challenging questions about the ultimate meaning and purpose of life; beliefs about God; issues of right and wrong; what it means to be human;
- stimulate consideration of the person as an individual and also a member of communities;
- make a central contribution to the spiritual, moral, social and cultural development of children;
- promote the values of truth, justice, respect for all people and care of the environment;
- place specific emphasis on pupils valuing others and themselves, within families, community groups of faith and activity, both in similarities and differences of expression;
- encourage discussion about celebration of stewardship of the earth;
- enable pupils to examine and question values and beliefs, reflecting on their own uniqueness, and sharing feelings and emotions through forming and maintaining positive relationships;
- explore the significance of humanity in relation to the whole environment, and our responsibility towards it;
- provide a foundation for exploring the 'difficult questions' about life, and what an individual responsibility means.

#### 1.2 The aims of RE are:

- to develop pupils' knowledge and understanding of Christianity, principally, and other world religions, which offer answers to the challenging questions;
- to develop pupils' awareness and understanding of religious beliefs, teachings, practice & expression and the influence of religion on individuals, communities and cultures;
- to encourage pupils to learn from the diversity of religions, beliefs, values and traditions whilst affirming their own faith or search for meaning;
- to challenge pupils to reflect on, consider, interpret and discuss beliefs and faith and to communicate their response;
- to encourage pupils to develop their sense of identity and belonging and enable them to flourish individually within the school and local community, and ultimately as citizens in a pluralistic society
- to prepare pupils to respect and show sensitivity to others, in particular those with different faith and belief, or none.

### 2 School vision, teaching and learning styles

Our school vision is: **To learn, aspire, believe and hope through our Christian faith.** This is underpinned by the words from **1 John 4: 11 – Dear friends, since God so loved us, we ought to love one another. No-one has ever seen God; but if we love one another, God lives in us and his love is made complete in us.**

2.1 Schemes of work are constructed using the Agreed Syllabus and a variety of teaching approaches is used in RE lessons. The learning themes may be taught separately, in combination or within study of a particular religion.

2.2 The subject is approached using two key Aims:

**Learning About Religion;** which includes enquiry, investigation, identifying and interpreting features and aspects of religion. It covers knowledge and understanding of individual religions and how they relate to each other, as well as the characteristics of religion. Pupils learn to communicate their knowledge and understanding using specialist vocabulary.

**Learning From Religion;** which aims to develop pupils' ability to reflect on, and respond to, their own and others' experiences in the light of their learning about religion. Pupils should learn to develop and communicate their own ideas in relation to questions of identity and belonging, meaning, purpose and values.

2.3 Statutory requirements for the teaching of RE in English schools are:

- RE must be provided for all registered pupils except those withdrawn at their parents' request (see appendix a)
- Christianity is studied in depth at each key stage to 'reflect the fact that the religious traditions of Great Britain are in the main Christian' (Education Act 1988)
- RE in Barningham CEVC School meets the legal requirements through the implementation of the Suffolk Agreed Syllabus
- As a Church of England Voluntary Controlled School, Barningham School will use the Church of St Andrew in the village for celebrations as well as RE learning. Teaching about Christianity will be non-denominational in

general, and children will learn about denominational differences through expression and practice in Christianity

2.4 The planning of RE should allow for important events in each of the religions to be taught at the appropriate time of the year.

2.5 Singing in assembly will be Christian in character reflecting our Collective Worship termly 'Values' themes, which are illustrated on the Collective Worship in the school Hall.

2.6 In RE lessons teachers aim to stimulate interest and enjoyment in learning, and especially to provide opportunities for all pupils to learn and achieve. Lessons are planned to take account of different learning styles, and to provide a variety of activities to promote learning. Lessons will be whole class based and thus mixed ability, but children may be grouped for discussion or activities where smaller numbers are appropriate.

2.7 A wide range of approaches is offered using eg artefacts, pictures, discussion or texts as starting points. Children are introduced to the sacred texts of the religions, and taught how these are used by each. Practical activities such as cooking, model making, role play and simulation are included where appropriate. Where possible visitors are encouraged to come into school and visits made to outside agencies, such as to the Discovery Centre at St Edmundsbury Cathedral.

### **3 RE curriculum planning**

3.1 RE is a statutory subject under the Education Act. The Suffolk Agreed Syllabus provides the framework for planning long term outlines (2year cycle). This long term plan is based on covering the agreed religions, using a set of learning themes for each key stage. These themes are developed into key questions in the Non-statutory Curriculum Guidance for RE in Suffolk Schools and teachers construct units of work around them. The long term plan is reviewed and revised by the Subject Leader, in line with the cycle of Policy review.

3.2 Medium term plans are constructed as units of work covering the key questions and ensuring that both the Aims are covered in each lesson, to create a balanced approach to a topic. Specific learning objectives are taken from the syllabus to form the lesson focus and children are encouraged to reflect on their learning by reviewing these at the end of a lesson, and at the end of a unit topic

### **4 The Early Years Foundation Stage**

4.1 The Foundation Stage is provided for within the Agreed Syllabus, and the programme of study for Early Years children is set out in line with Early Learning Goals, and is consistent to follow through to the KS1 RE curriculum. The 2 aims are incorporated into the programme of study, to support continuity and progression into KS1. The curriculum is based on material which most children in Suffolk encounter and the experiences they have as they begin school. Lessons are aimed at being practical lively and fun, with artefacts, imaginative play and simple simulation activities to support learning

### **5 Contribution of RE within the Key Stages 1 and 2 curriculum**

5.1 Many of the texts and documents used in RE can be used within English as exemplary material, both for comprehension purposes and different text type construction. At seasonal times RE texts can be usefully employed in English for the purposes of drama, presentation and speaking and listening activities, including class or school productions. Group reading using sets of Bibles or text books is encouraged to make use of a wider range of reading material.

5.2 RE can make an important contribution to use of language, enabling pupils to acquire and develop a specialist vocabulary, and to communicate ideas with depth and precision.

5.3 RE promotes thinking and questioning skills, use of reasoning and argument to present different viewpoints. It supports history or science in discriminating between historical or scientific evidence and that of faith and belief from Divine revelation. Learning about the origin and spread of religious belief uses geographical knowledge, and helps consolidate understanding of the world defined in maps.

5.4 Music and art are widely used within RE lessons as starting points; in turn RE contributes to knowledge and understanding of both of the latter areas, as forms of expression of spiritual belief. Children present their work using a variety of crafts including modelling and cooking, contributing to DT.

5.5 ICT is an important medium for teaching and learning in RE. Children may develop and use essential ICT skills within RE as they investigate and find out information from internet sources, discerning and evaluating the usefulness of their sources. In addition digital photography/video brings authentic images into the classroom and children may use them to record their work, and/or present it on the school website.

5.6 RE should make a significant contribution to inclusion in its focus on promoting respect for everyone.

## **6 Supporting children with SEN and the Able, Gifted and Talented**

6.1 Lessons are accessible to all abilities, through offering a range of teaching styles, and should be adapted for access, or made more challenging as appropriate.

6.2 Teachers identify pupils with SEN and AG&T, and provision will be made to support them in RE; for example TA classroom support may be targeted, AG&T group discussion times may be set aside.

6.3 Use of a range of questions and opportunities for discussion will help all children.

## **7 Assessment and reporting**

7.1 Teachers assess children's understanding and knowledge based on the lesson learning objectives set. These assessments are usually formative and used to plan the next steps in learning for individuals, groups or the whole class.

7.2 Over a unit of work assessment is made according to key attainment target steps descriptions, for both learning aims. Levels in KS1 and KS2 are summative to record attainment achieved. They are the basis for a descriptive evaluation of a pupil's progress in RE, which will be reported to parents annually.

7.3 In EYFS assessment is made using the criteria to achieve the ELG.

## **8 Resources**

8.1 Library stock includes a good range of up to date text books and stories for RE use. There are sets of infant Bibles, plus Jewish, Christian and Muslim Year books. There are copies of some Jewish, Christian and Muslim writings in the school library. In addition there are copies of the sacred texts for class demonstration use, to show how these are viewed by religious adherents, remembering to show respect and care for these special books.

8.2 A collection of artefacts for each religion is available. We have symbolic objects as well as practical items for children to handle and use.

8.3 Music from the three religions is available on disc and can be linked to festivals, celebrations or times of penance in their respective calendars. Music is used to provide times of reflection and spiritual enhancement.

8.4 Interactive CDs for places of worship are used to present a virtual tour of buildings, and comprehensive websites are used.

8.5 Central resources are regularly reviewed and as finances allow, new items are bought.

## **9 Monitoring and review**

9.1 The subject leader will undertake review of the implementation of the Agreed Syllabus throughout the school, and oversee the two year long term plan. Adjustment of timing and organisation of topics may be made, where it is felt appropriate.

9.2 Standards of work will be monitored by the subject leader through lesson observation and scrutiny of children's work, and child interviewing/perception surveys will be undertaken. A report of the findings will be used to inform development of RE further, as relevant.

9.3 Class teachers will meet to discuss the long term plan and its implementation over the 2 years; the subject leader will disseminate current policy and developments from national strategies to the team.

The Policy will be reviewed every three years by the Learning and Achievement Committee.

Frances Parr

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To be reviewed March 2021