

Lytham Church of England Primary School Religious Education Policy

Date of policy review: January 2018

Subject Leader: Mrs J. Taylor

Together We Grow

Mission Statement

'To inspire everyone in our school family to be the best they can be within our caring Christian community'



Introduction

This policy outlines the expectations in relation to the teaching and learning of Religious Education and focuses on the progression of key areas of development and subject specific skills.

The policy seeks to support the children in reflecting upon, developing and affirming their own beliefs, values and attitudes through an exploration of

shared human experiences and of the place and significance of religion in our contemporary society

This policy reflects the views of all the teaching and support staff and was drawn up as a result of staff discussion. It has the full agreement of the governing body who approved it at their meeting in October 2016 and has now been shared with the wider school community on the school website. The implementation of the policy is the responsibility of all the teaching staff and will be monitored by the head teacher, curriculum leader and subject leader on a regular basis. The policy should be read in conjunction with the Religious Education Syllabus for Church Schools, produced by Blackburn Diocese Board of Education (2013).

Introduction to Religious Education

Within the context of a Church School, RE will support children and young people in developing their own beliefs, values and attitudes through an exploration of shared human experience, and the place and significance of Christianity and other religions in the contemporary world with such emphasis on Anglican beliefs and practices as is appropriate to the school situation.

Religious Education contributes to the nurturing role of the school. The School's Mission is to develop in pupils a sympathetic understanding of the Christian faith promoting attitudes of mutual respect and responsibility.

Our curriculum provides a sound education which reflects Christian Values and encourages spiritual development in preparation for life in the outside world.

The R.E. Curriculum in a Church School is distinctive in that it:

- Gives opportunities to explore the experience of the Church's year.
- Encourages visits to places of worship, especially the local parish church, to develop the understanding of the Church as a living community.
- Welcomes visitors from the local parish to share their experience of Christian belief and life.
- Promotes the confident use of religious language.
- Has a set of Bibles appropriate for learners and examples of prayer books from a variety of contexts.
- Encourages children to listen to Christian "psalms, hymns and spiritual songs" from a wide range of traditions.
- Has access to Christian artefacts that are used with care, respect and confidence.
- Encourages mutual respect based on Christian values, where children and teachers are able to talk openly and freely about their own personal beliefs and practice without fear of ridicule.
- Ensures pupils make excellent and appropriate progress in their knowledge and understanding of Christianity
- Encourages pupils from Christian families to talk openly about their beliefs and values in lessons in order that they grow in their faith.
- Encourages pupils from other faith backgrounds to understand and be encouraged in their faith.
- Encourages pupils with no religious background to face the challenge of the Christian faith.
- Encourages pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith.

Subject Aims

The R.E. Curriculum maintains a balanced approach of Learning about Religion (Attainment Target 1 QCA) and Learning From Religion (Attainment Target 2 QCA).

This can be expressed distinctively as **Learning About Religion**

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

Learning from Religion

We learn from:

- An empathetic response to the Christian faith and a critical engagement with it;
- Responding personally to the stories and teachings of Jesus Christ;
- Examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Curriculum Organisation

The subject leader for Religious Education, Mrs J. Taylor, has overall responsibility for the development of Religious Education within the curriculum and will work in line with the head teacher and senior leadership team to ensure they follow the responsibilities outlined in the **subject leader policy**.

The curriculum is currently in line with the 2013 Syllabus produced by Blackburn Diocese.

Although Religious Education and Collective Worship compliment and enrich one another, they are managed separately.

Key Skills to be developed in Religious Education in Church Schools

- Reflect theologically and explore the ultimate questions and challenges of life in today's society;
- Reflect critically on the truth claims of Christian belief;
- See how the truth of Christianity is relevant today;
- Understand the challenge faced by Christians in today's pluralist and post-modern society;
- Develop the skills to handle the Bible text;
- Recognise that faith is based on commitment to a particular way of understanding God and the world;
- Begin to develop their own commitments, beliefs and values;
- Develop a sense of themselves as significant, unique and precious;
- Experience the breadth and variety of the Christian community;
- Engage in thoughtful dialogue with other faiths and traditions;
- Become active citizens, serving their neighbour;
- Find a reason for hope in a troubled world;
- Understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

It is entirely appropriate and necessary in today's world that children should be encouraged to foster a respect for the followers of the other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths.

Therefore Religious Education in Church Schools should also help children to:

- Learn about other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- Recognise and respect those of all faiths in their search for God;
- Recognise areas of common belief and practice between different faiths;
- Enrich and expand their understanding of the truth while remaining faithful to their own tradition;
- Enrich their own faith through examples of holy living in other traditions.

Teaching and Learning of Religious Education

Content and Approaches

Within classes, pupils are taught individually, in a group and as a class. A variety of teaching and learning methods are used to present the curriculum to the pupils.

- Teacher led sessions where information is provided
- Talk Partners, where pairs of children discuss an issue before sharing their thoughts with the class.
- Mixed ability group or paired work, where children discuss issues in small groups.
- Class discussion where the children are invited to join in and express their personal opinions and share experiences.
- Use of differentiated tasks where children of different abilities are able to work at their own level.
- Use of role-play

- Use of religious artefacts
- Use of audio-visual aids to present material to the children
- Educational Visits to gain first hand experiences.
- Use of integrated I.C.T within R.E lessons
- Invited guest speakers with relevant experiences
- Creative tasks that may include: singing, dancing, drawing, filming, acting, miming,

Religious Education Planning

The core objectives for teaching Religious Education follows the 2013 Syllabus produced by Blackburn Diocese. In order to ensure that there are opportunities for children of all abilities to develop their skills and knowledge in Religious Education, we plan progression in relation to the QCA National Expectations in RE 8 level scale, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the Religious Education units of work studied in each specific year group in each term during both key stages and is devised by the subject leader based on the 2013 Syllabus produced by Blackburn Diocese. Our medium-term plans give details of each unit of work for each term along with key objectives and skills developed. The subject leader keeps and reviews these plans on a regular basis as part of the monitoring cycle. The class teacher devises the individual plan for each RE lesson using their unit plan, looking at key questions, key experiences and learning objectives. The class teacher keeps these individual plans, although both the subject leader and members of the SLT view samples of them on a regular basis. These plans list the specific learning objectives, key questions and experiences and expected outcomes for each lesson.

In the Foundation Stage, we teach Religious Education using the specific EYFS units.

Cross Curricular Links

Basic skill link (English, Reading and Mathematics)

The teaching of Religious Education contributes to children's basic skills in English, Reading and Mathematics in a number of ways.

British Values and Christian Values

At Lytham Church of England Primary School, we take pride in promoting a range of British Values in line with the 2011 Prevent Strategy of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Within Religious Education British values are explored by teaching the children about other World Faiths.

Christian Values

Here at Lytham C of E we feel it is vital that learning opportunities are provided which support and nurture the whole child. The children across the school experience activities which help them to socially interact with others and develop emotional intelligence. Our school delivers a 'Values Curriculum', centred on nine Gospel values. They are delivered over a two year programme, linking strongly with our RE curriculum. Both Religious Education and the Values curriculum permeate all aspects of school life and run deeper than a one off

lesson. The school vision and aims are underpinned by the Christian Values as well as the behaviour strategies and pastoral support.

Spiritual, moral, social and cultural development

In our teaching of Religious Education, Lytham Church of England Primary School contributes heavily to the children's **spiritual** development. Religious Education can help pupils explore different spiritual beliefs and experiences. At Lytham Church of England, we provide children with opportunities to learn about other cultures, beliefs and experiences. We develop respect of faiths, feelings and values. Religious Education allows children to enjoy learning about oneself, others and the surrounding world. It gives them the ability to use their imagination and creativity and then reflect on their experiences. Religious Education also helps pupils to consider **moral** beliefs through and respecting the views of others and adopting responsible classroom behaviour. It gives them an opportunity to recognise what is right and wrong, respect the law in relation to school rules and the guidance of a faith. Religious education also supports the teaching of **social** issues and allows pupils to appreciate diverse views, participate, volunteer and cooperate, resolve conflict, engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Religious education allows pupils to appreciate **cultural** influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Inclusion

At our school we teach Religious Education to all children, whatever their ability and individual needs. This matches with the school's curriculum policy of providing a broad and balanced education to all children. Through our teaching of Religious Education we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with

special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Equal Opportunities, Education Quality Act, SEND; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the key learning indicators of performance in specific year groups allow us to consider each child's attainment and progress in relation to age related expectations. This helps ensure that our teaching is matched to the child's needs.

Arrangements for the withdrawal of pupils from collective worship/ R.E Teaching

If parents state that they may wish to withdraw their children from R.E. lessons or collective worship then alternative National Curriculum work will be provided, however the Worship and Religious Education provided by the school is in accordance with the Church of England. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/ or Religious Education lessons cannot insulate them from the religious life of the school.

Assessment in Religious Education

Assessment in Religious Education is based wholly on Teacher Assessment. Judgements can be made in the following ways:

- From the general expectations for pupils' age and ability
- From an examination of pupil's work in other areas of the curriculum and comparing these with standards in R.E.
- From the quality and depth of discussion and questioning by the pupils: their understanding of religious concepts, especially those specified in the Scheme of work for R.E; their use of appropriate religious terminology.
- From the quality and depth of pupil's affective responses and interests.
- From the knowledge displayed by pupils, especially of the content specified by the school's scheme of work.

Please see the school's assessment policy.

Resources

Lytham Church of England acknowledges the need to continually maintain, update and develop its resources. Resources for RE are stored centrally and are updated and replaced as necessary.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in Religious Education is the responsibility of the subject leader, in conjunction with colleagues and the SLT. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Refer also to the

Subject Leader Policy, The Teaching and Learning Policy and the Monitoring Policy.

Subject and Staff Development

It is the role of the subject leader to audit the training needs of staff and lead professional development through supporting planning, modelling lessons and providing guidance on subject knowledge, teaching, learning and assessment. It is the role of the subject leader to co-ordinate the provision of high quality professional development by methods such as coaching and drawing on other sources of expertise as necessary. The subject leader for Religious Education will provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different abilities of pupils. They will also provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and learning.

The Religious Education leader will ensure that the head teacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans through an annual report to the curriculum committee.

Requests for CPD opportunities that will incur a cost to the school are made to the head teacher giving details of the training and how it will impact upon pupil's learning.

Equality and Diversity

As a school community, Lytham Church of England Primary School is committed to promoting equal opportunities for all those involved within the school community, whether staff, students, visitors, contractors or clients. This commitment is to ensure that people's individual qualities are recognised and

celebrated; and that people are treated with dignity and respect. Our school recognises that discrimination, harassment and victimisation may be experienced by some protected characteristics in a number of ways, including day-to-day interaction with colleagues, peers, visitors, pupils and staff. Our school will ensure that equality of opportunity is promoted by recognising and celebrating diversity, continuing our proactive equality strategies and plans and complying with the requirements of the Equality Act 2010 and its associated duties. This policy applies to all irrespective of:

- age,
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex, and sexual orientation

(Protected characteristics, equality and human rights act 2010)

This Religious Education policy will be reviewed annually.

Date: Reviewed Jan 2018

Next review: Jan 2019