



Calow Church of England (V.C.) Primary School

Policy Statement for Religious Education

RE at Calow Primary School makes a distinctive contribution to the school Curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.' RE takes its place in the whole Curriculum, underpinned by values and purposes.

The Legal requirement that 'syllabuses shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principle religions in Great Britain' (1988 Education Reform Act which has further incorporated into the 1998 School Standard and Framework Act).

R.E. must be taught according to the locally agreed syllabus. At Calow Church of England (V.C.) Primary School this is the Derbyshire Agreed Syllabus for R.E. 2014 – 2019. Understanding Christianity is taught alongside the agreed syllabus. This offers a coherent approach to teaching and learning about Christianity, in the wider R.E. curriculum.

The aims of Religious Education in Derbyshire

Religious Education should enable pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- Develop an understanding of the influence of beliefs, values and traditions, on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom;
- Enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them;
 - Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in the light of their study;
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own and towards living in a society of diverse religions.

Derbyshire Agreed Syllabus

Religious Education is taught following the Derbyshire Agreed Syllabus. It has two attainment targets which reflect the above aims. They are:

1. Learning about religions (religious perspectives)

This includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.

2. Learning from religion (human experience)

This includes exploring and responding to questions of identity, belonging, experience, meaning, purpose, value, commitment and spirituality.

The Legal Framework

The Education Reform act states that schools should provide a balanced, broadly based curriculum, promoting the spiritual, moral, cultural, mental, physical development of pupils in school and society...and prepares them for the opportunities, responsibilities and experience of adult life. (Sec. 1 (2)).

All pupils are entitled to receive Religious Education (Sec. 2 (1)(9)) but Parents are entitled to withdraw their children (Sec. 9 (3)).

In planning our R.E. we take into account that the religious traditions of Great Britain are, in the main, Christian and Christianity is the principal focus for study in both Key Stages 1 and 2. We take into account the teaching and practices of the other principal religions represented in Great Britain.

As a Church of England (V.C.) School our Christian emphasis is on the Anglican Faith.

The balance between Christianity and other religions is important. Christianity should be taught between 66% and 75%. The syllabus provides advice for Nursery children but there is no legal obligation. RE skills and learning intentions are taught as part of Understanding the World - Statutory Framework for the Early Years Foundation Stage 2014

Religions to be covered in addition to Christianity are:

- KS1 – Judaism
- Lower KS2 – Hinduism
- Upper KS2 – Islam

RE should be allocated to a minimum of 5% curriculum time:-

- Reception - Working towards 36 hours per year – 4 units to be covered.
- KS1 - 36 hours per year – 9 units to be covered
- KS2 - 45 hours per year – 16 units

(This does not include time spent in Collective Worship.)

Planning our Religious Education

In using the 2014 Syllabus we follow the five step approach to planning:

- Step 1: Key Question
- Step 2: Select Learning Intentions
- Step 3: Select Specific Content
- Step 4: Assessment: write levelled pupil outcomes
- Step 5: Develop teaching and learning activities

Understanding Christianity

Understanding Christianity is a project which provides a coherent approach to teaching and learning about Christianity, in the wider R.E. curriculum. The purpose of the programme is to help teachers support pupils in developing their own thinking and understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Pupils aim to explore significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy. Understanding Christianity should run alongside the Derbyshire Agreed Syllabus for R.E.

Understanding Christianity has eight core concepts and sets out knowledge 'building blocks', to clarify what pupils should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the pupils and their wider understanding.

Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils.

Each unit incorporates the three elements below:

- **Making sense of the text:** developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
- **Understanding the impact:** examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world
- **Making connections:** evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Pupils' achievement can be assessed against the knowledge building blocks and against end-of-phase outcomes related to the elements above.

Teaching and Learning

A variety of teaching methods are used in the teaching of R.E. including class, group, learning partnerships and individual teaching where appropriate, discussion, open questioning and time for reflection. Teaching is monitored regularly by the R.E. Subject Leader through, monitoring of planning, scrutiny of pupil work and lesson observations. R.E. is taught mainly as a separate timetabled subject, but cross-curricular links may be identified and incorporated where relevant.

Use is made of Religious Artefacts, Drama sessions, Computing resources, the outdoor environment and visits to places of worship, for example visits to Derby Cathedral, Jamia Mosque and Derby Gurdwara are made by children in Key Stage 2.

Resources

There is a school copy of 'Understanding Christianity', along with a large copy of The Big Frieze and an additional medium sized version. The subject leader also has access an electronic version of Understanding Christianity.

Each class has a Lion Storyteller Bible which is used to support the teaching and learning of Christianity. The Library has a supply of books including a class set of "Children's Bible – Contemporary English" Version which may be withdrawn and used in the classroom. The school continues to enhance its supply of Religious Artefacts relating to Christianity and other Faiths. Artefacts are kept centrally in the Resource room. The use of resources and their impact is monitored by the Subject Leader.

St. Peter's Church in Calow is a vital resource for the Anglican Faith. The children visit it regularly for Special Services, in which all children take part, (Harvest, Christmas, Easter) and at least once to study in more depth during their Primary schooling. Father Kevin is a regular visitor to School leading a weekly Collective Worship session.

Inclusion

Differentiated work is planned and delivered in all year groups. Planning is to take into account all vulnerable children in a cohort. Reference should be made to provision for all SEND, FSM, EAL, looked after children or traveller children in any class.

Within the class, a variety of methods for recording may be used and there will be an expectation of differing results. The children will be encouraged to try more advanced methods of recording as and when they are ready e.g. progressing from a picture, single work response, to picture and sentence(s), to writing their own account, with or without help/support. Discussion and empathy are important aspects of the work.

All schools have a duty to promote community cohesion. RE makes a key curricular contribution to this. The damaging effects of xenophobia, racial stereotyping and the place of human hatred and conflict in history and the contemporary world raise questions about belief and behaviour for all pupils. RE has a focus upon enabling pupils to develop attitudes of tolerance and respect for those who see the world in a different way to themselves, and upon promoting dialogue between pupils about issues of belief, community and religion. In these ways RE can make a key

contribution to anti-racist education and education for community cohesion for the wellbeing of all in a plural society. RE plays a key role in the duty of schools to promote community cohesion not just by teaching about different religions, but also by enabling every child to develop their own understanding of the value of respect for all and shared community life.

Assessment

The Derbyshire Syllabus uses an eight level scale (a ladder of Key Skills for assessing R.E.) – to aid continuity, progression and differentiation. Most expected pupils will be working at level 2 at the end of KS1 and level 4 at the end of KS2. Some will work below (emerging pupils), others above these levels (exceeding pupils). The purpose of the scale is to establish expectations and to raise standards. It is not compulsory to level pupils in R.E. or to report levels to parents.

Marking and Feedback

Marking and feedback takes place in accordance with the school policy. Bubble and block comments should reflect the RE objective and could pose an open ended question for the pupil to respond to. Block comments posed may be an Action, Challenge or Question. Spellings, including religious terminology, should be identified using green. See the marking policy for further details.

Recording and Reporting

The class teacher will produce a record of the topics covered during the year. A written report of the children's progress will be sent home annually and parent will have the opportunity to discuss this at a parents evening or by appointment at other times.

An assessment proforma (see appendix) will be kept for all children. Their achievement in both Attainment target 1 and Attainment target 2 will be assessed throughout each unit. This may include evidence in the form of samples from the children's RE book, photographs and evidence of children's oral contributions. Summative assessment will then take place at the end of each unit using an assessment grid (see appendix) to aid judgements.

Role of the RE Subject Leader - Monitoring

The Subject Leader, working alongside the Headteacher, has the responsibility for progression and leadership of the R.E. curriculum. The Subject Leader has the responsibility for the day to day maintenance of the R.E. artefacts and, alongside the Head, for the purchase of new materials.

The Subject Leader will support colleagues, and as far as possible, be a resource of R.E. knowledge for the school and attend relevant courses.

The Subject Leader reports progress to the Link Governor who has responsibility for monitoring the delivery of R.E. at Calow Primary. A Position Statement is produced on an annual basis that forms part of the School Improvement Plan. The Statement leads to Action Planning and is shared with staff.

Health and Safety

When planning for educational visits linked to RE the relevant risk assessments should be filled in accordance with school policy. Appropriate risk assessment should also be made when planning outdoor RE lessons or using the internet.

The role of the Headteacher

The Headteacher has a vital role in encouraging colleagues to teach effective Religious Education. He has responsibility for ensuring that the policy is used and for bringing the policy to the staff for periodic updating.

Policy reviewed: July 2016

Reviewed and updated: October 2016

Next review date: October 2017

Signed: _____ (Chair of Governors)

Date: _____