



**Baildon Church of England Primary School
and Nursery**

Policy for Religious Education

Vision

In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient lifelong learners with a spirit of curiosity, enabling them to flourish in an ever changing world.

1. RATIONALE

As a Church of England School we believe that Religious Education is of prime importance. Religious spiritual and moral experiences are seen as essential elements in the education and development of children.

Through the objectives of the syllabus pupils are given opportunities to appreciate the shared values which different religions produce. In Religious Education pupils can develop a sense of their own value as an individual and member of a community. Religious Education can enable pupils to acquire the knowledge and awareness necessary to develop understanding of and respect for the feelings, commitment to faith and belief of others.

This policy outlines the purpose, nature and management of Religious Education taught in our school and reflects the School's vision, the Diocesan Syllabus and the Church of England Statement of Entitlement.

AIMS AND OBJECTIVES

These aims relate directly to the vision statement and aims for the school. The school also endorses the statement of aims set out in Diocesan syllabus and the statement of entitlement. These are:

- To provide opportunities for all pupils at school
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.

- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

We believe that Religious Education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- make their own spiritual journey

Religious education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- sustainable development of the earth

Religious Education in a church school context

In recognition of our distinctive context, religious education has a high profile. We emphasise:

- A wide range of Christian resources including artefacts
- A close link with the Anglican parish of Baildon
- A Christian ethos which permeates the whole curriculum, but which finds particular emphasis in R.E.
- The Christian foundation of the school

IMPLEMENTATION

As a school, we have adopted the Understanding Christianity Scheme for Years 1-6 with Early Years following the units of work outlined in the Diocesan Agreed Syllabus.

The key purpose of the Understanding Christianity is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. The three themes of Making sense of Text, Understanding the Impact and Making Connections are the underlying pedagogy that are covered across eight key concepts that are built upon as the children progress from Year 1 to Upper Key Stage 2.

The eight key concepts are:

- God
- Creation
- Fall
- People of God
- Incarnation

- Gospel
- Salvation
- Kingdom of God

Christianity, including the Anglican dimension, will be a central focus in each unit. Where possible the themes followed will be linked to Collective Worship, assemblies and other aspects of the curriculum.

We use the units of work in the Agreed Syllabus to deliver the teaching of the other world faiths which we study: Islam, Judaism, Hinduism and Sikhism.

R.E. PROGRAMME OF STUDY

Early Years study the 6 units outlined in the Agreed Syllabus as outlined in the overview below.

Understanding Christianity is taught to all pupils from Year 1 to Year 6. There are eight Core Concepts that fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. All units in the school's Scheme of work focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion.

- Year 1: will cover the concepts of God, Incarnation, Creation, Gospel and Salvation and will study Judaism
 - Year 2: will cover the concepts of Incarnation, Gospel, Creation and Salvation and will study Islam.
 - Year 3: will cover the concepts of Creation/Fall, Salvation, Gospel and Incarnation and will study Hinduism
 - Year 4: will cover the concepts of People of God, Incarnation, Salvation and Kingdom of God and will study Sikhism.
 - Year 5: will cover the concepts of God, Incarnation, People of God, Gospel and Salvation and will cover Judaism
 - Year 6: will cover the concepts of Creation, Gospel, Incarnation, Salvation and Kingdom of God and will cover Islam.

Children will be able to express personal beliefs and experience RE through a variety of learning opportunities, such as listening to teachers and visitors, reading a variety of texts, researching using different sources of information, discussing with partners and small groups, and visiting religious places. We also place a huge emphasis on oracy, drama, art and music to support our teaching.

Our teaching and learning styles in RE enable children to build on their own experiences and extend knowledge and understanding of religious traditions. We organise visits to local places of worship and invite representatives of local religious groups to come into the school and talk to the children.

Teaching and Learning

Pupils are taught in mixed ability classes for R.E. throughout the school for one hour per week. Additional time is devoted to R.E. through visits, visiting speakers, project work and focus R.E. days. (Overall time allocation will not be less than 38 hours in Foundation and KS 1 and 45 hours in KS2.) Lessons will include a variety of methods to engage pupils' personal search for meaning and develop their powers of critical enquiry. This may include: written

tasks, art, discussion, drama, handling artefacts, visiting places of worship, visitors, periods of silence, making items, Information Technology.

Equality of Access

We will ensure that all pupils are able to access the full range of experiences within each area of study. We will ensure that teachers identify and provide for pupils with learning difficulties or who are more able, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

This will be achieved where appropriate through:

- A positive learning atmosphere, in which efforts of all pupils are acknowledged and valued.
- Carefully planned work differentiated by task, outcome teacher input and varied resources.
- Individual help where appropriate.
- Encouragement, praise and recognition of achievement.

Foundation Stage

Throughout the Foundation Stage pupils may encounter a range of religious education related learning experiences and opportunities across all areas of learning but in particular Personal, Social and Emotional Development and Knowledge and Understanding of the World.

Suggested learning themes:

- Special times
- Special people
- Special places
- Nature
- Clothing
- Celebrations

ASSESSMENT

Assessment should fulfil two key purposes: assessment of learning and assessment for learning. Assessment is an ongoing process and staff use contributions in class alongside specific focused assessments to support their judgements. Summative pieces of assessment are completed at the end of each topic and recorded in RE books. Assessments is, as per the agreed syllabus, related to the end of phase expectations and links to the three areas of Making sense of beliefs, Understanding the impact and Making Connections.

STAFF ROLES AND RESPONSIBILITIES

The Curriculum leader will:

- Stay up to date with developments in R.E. through regular INSET and pass on this information to staff.
- Organise, review and order resources for R.E.
- Give advice on Medium Term Planning
- Liaise with the Foundation Governors on matters relating to RE

- Write a report annually on RE
- Liaise with the Headteacher to arrange staff training.

The class teacher will:

- Use the scheme of work as guidance and decide on activities to deliver the objective
- Assess the work and progress of pupils and record this progress on the internal record sheet.
- Display R.E. work on a regular basis

Senior Management will:

- Provide opportunities for staff to share observations and concerns about the development of the subject and the arrangements for its delivery.
- Organise CPD for staff
- Evaluate the school's arrangements for teaching R.E.
- Monitor work throughout the school including assessment and record keeping.

MONITORING AND EVALUATION

- The Head teacher/Curriculum Leader will monitor the quality of teaching and learning in R.E.
- Senior Management will monitor pupils' work and engage in discussions with pupils about Religious Education in Baildon Church of England School .
- Governors will monitor RE alongside RE leader/ Headteacher.

Appendix : Long Term Plan for RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	F4 Being special: where do we belong?	F2 Why do Christians perform Nativity plays at Christmas?	F1 Why is the word God so important to Christians?	F3 Why do Christians put a cross in the Easter garden?	F5 Which places are special and why?	F6 Which stories are special and why?
Reception	F4 Being special: where do we belong?	F2 Why do Christians perform Nativity plays at Christmas?	F1 Why is the word God so important to Christians?	F3 Why do Christians put a cross in the Easter garden?	F5 Which places are special and why?	F6 Which stories are special and why?
Year 1	God: What do Christians believe God is like?	Incarnation: Why does Christmas matter to Christians?	Who is Jewish and how do they live?	Salvation: Why does Easter matter to Christians?	Creation: Who do Christians say made the world?	Gospel: What is the 'good news' Christians believe Jesus brings?
Year 2	Who am I? What does it mean to belong?	Incarnation: Why does Christmas matter to Christians?	Who is a Muslim and what do they believe?	Salvation: Why does Easter matter to Christians?	Creation: Who do Christians say made the world?	Gospel: What is the 'good news' Christians believe Jesus brings?
Year 3	Creation/Fall: What do Christians learn from the Creation story?	What are the deeper meanings of festivals?	What does it mean to be a Hindu in Britain today?	Salvation: Why do Christians call the day Jesus died 'Good Friday'?	Gospel: What kind of world did Jesus want?	Incarnation: What is the Trinity?
Year 4	People of God: What is it like to follow God?	Incarnation: What is the Trinity?	What does it mean to be a Sikh in Britain today?	Salvation: Why do Christians call the day Jesus died 'Good Friday'?	How and why do believers show their commitments during the journey of life?	Kingdom of God: When Jesus left, what next?
Year 5	God: What does it mean if God is holy and loving?	Incarnation: Was Jesus the Messiah?	What does it mean for a Jewish person to follow God?	Salvation: What difference does the resurrection make for Christians?	People of God: How can following God bring freedom and justice?	Gospel: What would Jesus do to save human beings?
Year 6	Creation: Creation and Science: conflicting or complimentary?	Incarnation: Was Jesus the Messiah?	What does it mean for a Muslims to follow God?	Salvation: What difference does the resurrection make for Christians?	Gospel: What would Jesus do?	Kingdom of God: What kind of King is Jesus?

