



**Religious Education Policy**

**2019/20**

Religious Education Policy

*Learning together, following Jesus.*

**Allocation within the Curriculum**

RE in our Church School lies at the very heart of the curriculum.

- We use The Religious Education Syllabus for Church schools and have incorporated the Understanding Christianity Resource Pack to support the teaching of Christianity. We also use Liverpool's Revised Agreed Syllabus when teaching other faiths.
- At least 5% of curriculum time must be devoted to RE.
- Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available.
- Appropriate teaching about other faiths and world views is included. Respect for the great world faiths is fostered in RE within our Church School. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with our loyalty to our Christian foundation.
- Although Religious Education and Collective Worship naturally compliment and enrich one another, they should be managed separately.

**Planning / Teaching and Learning**

The basis of our Long Term and Medium Term plans is the Liverpool Diocesan Board of Education Syllabus for RE. The distinctive content of the RE Curriculum reflects our foundations as a Church school. The syllabus has been written from the perspective of "we believe" because we, the church and foundation of the school, do believe. However it may be appropriate in some situations to alter the words to "Christians believe that".

**Long Term Planning**

The long term planning shows how the Diocesan Syllabus is distributed across the years of Key Stages to promote curriculum continuity and progress in children's learning. Although it is sometimes necessary for them to be taught discretely wherever possible they should be linked with work within other curriculum areas.

**Medium Term Planning**

The Diocesan Religious Education Units of Work can be used as teacher's medium-term plans on the basis that they are dated and annotated. (Links with other subjects should also be noted.)

### Short Term Planning

Short term planning needs to build on the Diocesan Units of Work, activities should be matched to clear learning objectives and a range of teaching and learning strategies should be used taking into account the needs of the children. Wherever possible cross curricular links should be utilised. Learning Objectives and child-friendly 'I can'/'I know' statements (outcomes) have been written for each year group. The objectives cover generally the contents of the units for the year group and can be obtained from the school website or the Religious Education Subject Leader.

It is essential that the RE curriculum maintains a balanced approach of Learning about Religion and Learning from Religion.

### 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.

**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 we plan and deliver RE that provides our pupils 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 truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

**Religious Education in Church Schools should help pupils to:**

- 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.;

<b>Ideas for learning <i>about</i> Religion</b>	<b>Ideas for learning <i>from</i> Religion</b>
<ul style="list-style-type: none"> <li>• Multi-sensory experiences;</li> <li>• Exploring religious art;</li> <li>• Music;</li> <li>• Visiting places of Religious importance;</li> <li>• Interviews;</li> <li>• Observing rituals;</li> <li>• Handling religious artefacts;</li> <li>• Personal research / reading / using the internet;</li> <li>• Stories from faith traditions;</li> <li>• Meeting people from faith communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing religious and moral issues;</li> <li>• Quiet reflection, silence and prayer;</li> <li>• Making choices / right versus wrong;</li> <li>• Supporting charities;</li> <li>• Personal choice and showing responsibility;</li> <li>• Saying thank you / showing appreciation;</li> <li>• Asking the bigger question e.g. Who is God?</li> <li>• Painting pictures to reflect mood as well as interpreting art;</li> <li>• Empathy with and listening to others;</li> <li>• Respecting others beliefs and practices;</li> <li>• Giving opinions.</li> </ul>

**RE Books and Floorbooks**

Each child (year 1 upwards) needs their own RE book (with a printed label and plastic cover) which should include a cover sheet for each new unit they study. The floorbook will contain

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evidence of pupils' discussions, comments and ideas, visits and visitors, photographs, group work and post it notes. 'I can' and 'I know' statements can be used to annotate work in your class RE floorbook.

The syllabus units give clear suggestions in *blue italics* as to how the outcomes of the activities can be recorded.

### **Monitoring**

The RE subject leader will carry out lesson observations, RE book/work scrutiny and collect assessment records across the school regularly. The purpose is to monitor standards and achievements and to ensure that all pupils are experiencing creative and challenging RE. This is a working document that is shown to staff and governors.

### **Contribution of RE to the children's Spiritual, Moral Social and Cultural development:**

Spiritual development within RE in a Church School enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

### **Assessment**

The assessment and expectations of RE in our school are based on the 'Ladder of Expectation and Achievement' provided by the Blackburn Diocesan board of Education 2017. To ensure that RE is being taught to the highest standards and beyond it is strongly advised that the 'Ladder of Expectation and Achievement' is used as a guide in the setting of tasks.

The ladder can also be used to make judgements about the level of individual pupils' achievement. At the end of Key Stage 1 pupils are expected to be achieving at ▲ level (rung 2 of the ladder). At the end of Key Stage 2 pupils are expected to be achieving at ✦ level (rung 4 of the ladder). Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement.

These judgements are to be recorded on the recording sheet once every half term at the end of a unit. Each unit sheet has a list of expected knowledge marked with the symbols from the ladder along with a list of expected outcomes. These lists are generic and it is expected that teachers will incorporate them into learning objectives.

It is important to remember some activities cannot be levelled because they are linked with the child's personal spiritual development such as the writing of prayers.

**Assessment for learning in RE: Some Key Principles**

- Use ladder of expectation as guide to task setting
- Tasks should promote both learning about and from religion
- Clear criteria shared with pupils
- Quality tasks show what pupils can do
- Clear stepping stones / feedback
- Measure pupil’s work against criteria as set out in the ladder of expectation

**Hierarchy of skills in RE**

The table below identifies the skills in Religious Education as progressively set out in the assessment ladder of expectation. The table should be used as a guide when planning lessons to ensure tasks are appropriately challenging and to provide children with the opportunity to work broadly in line (or above) national expectations for their age group. **These skills should be evident in your short-term planning.**

	<u>Learning about Religion</u>	<u>Learning from Religion</u>
◆	Explain impact and express opinion	Explaining the impact of religion and expressing their own views of religious questions
✦	Show understanding and apply ideas	Showing understanding of religion and apply ideas themselves
■	Describe and make links	Describing religion and making links to their own experiences
▲	Identify and ask	Identifying religious materials and asking questions
●	Recognise and talk	Recognising and talking about religion

**Marking in Religious Education:**

Remember to mark for quality of RE rather than for quantity and presentation of work. The learner needs to understand the purpose of the learning, how to make improvements, and be given specific time to respond to comments or feedback so use Pit-Stop effectively (please refer to Marking and Feedback policy) to respond to questions in marking. Feedback may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention / objective(s), and the next steps necessary to improve the work.

**When marking you may consider using key questions to promote Learning from Religion:**

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- Introductory questions e.g. What surprised you about this story?
- Questions about Events e.g. What caused this to happen?
- Questions of Meaning e.g. What does this story tell us?
- Questions based on characters e.g. What do you think \* would say if you asked them about their behaviour?
- Questions about the theme e.g. What would happen if everyone did \*?

Regular use of ‘**Windows, Mirrors, Doors**’ is an effective way to incorporate these types of questions in your marking and feedback or as a lesson task.

### **Remember to:**

- Give children quick feedback on attainment and effort;
- Provide them with stepping stones on how to improve;
- Mark the skills in RE not standard of presentation / literacy however it must be evident in books and floorbooks that pupils can transfer their English skills effectively to produce quality RE work.

### **Resources**

Resources to support the teaching and learning of Christianity and other major world faiths can be found in the RE resource cupboard situated in the resource area. There are a range of teaching guides, activity books and religious artefacts.

**Understanding Christianity** is a resource that can be used alongside the Blackburne Diocesan scheme of work. The long term plan has suggestions of how this resource can be used for particular units. In addition, links to the Understanding Christianity resource are also indicated at the beginning of the relevant Blackburn Diocesan unit. This resource can be obtained from the Religious Education Subject Leader.

**Should you require any additional resources please see the Subject Leader who will endeavour to provide you with them should the budget allow.**

### **Inclusion and Equal Opportunities**

All pupils, irrespective of their faith background, are encouraged to take a full and active part in all RE activities. Differentiated activities are given to support less able and to extend more able pupils.

### **Other important aspects of Religious Education at the Beacon:**

**Christian Values** are embedded throughout the daily life of our school. We focus on a key value each half-term and this value is explored primarily in Collective Worship but also in Religious Education and other aspects of the curriculum.

**Ethos Afternoon/Ethos Group:** A group of children from different year groups help plan and prepare Ethos Afternoon which is held once a half term. The afternoon involves activities

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where KS1/KS2 take part in a variety of activities based around the Christian value of the half-term.

**Classroom Ethos / Reflective Areas:** Your classroom should reflect the distinctive nature of our school's foundation as a Church school. You are required to have a Reflective display / area showcasing the term's Christian Value e.g. Our Christian Value is... This display / area should include a box which includes: a Bible, a selection of different coloured ribbons to represent the time of the year, a Standing Cross and a candle. There should also be a prayer book which includes the children's and adults own prayers. Reflective areas will be monitored along with other aspects of Religious Education and a copy of the monitoring requirements can be obtained from the Subject Leader.

**Prayers:** As part of our Christian distinctiveness we pray throughout our school day. Children and adults are encouraged to pray when they feel it is needed e.g. when completing challenging work or supporting a friend through a difficult time. Each class has their own prayer book with a selection of prayers the children have written themselves. Children are invited to choose one of these prayers and read out aloud at the end of the school day.

### **Withdrawal from Religious Education Lessons:**

The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. 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 (as parents are legally entitled to do) cannot isolate them from the religious life of the school.

### **Key Things to Remember:**

- The classroom ethos should encourage children to share views/beliefs in confidence and with respect;
- Subject knowledge should be portrayed confidently;
- Level of challenge appropriate to all;
- Ladder of Expectation and RE specific skills reflected in planning;
- Creative use of 'first hand' resources;
- Balance between Learning about and from religion;
- Christian Values are promoted;
- SMSC is nurtured.

Date: September 2019

To be reviewed July 2020

RE subject leader: Ann Charters