

# Beresford Memorial CE First School

## RE Policy



### Motto

‘Loving and Learning Together with God’

*‘I give you a new command; love each other. You must love each other as I have loved you.’ John 13:34*

### Vision

*Our vision at Beresford Memorial School is to inspire all children to flourish and achieve their God given potential, whilst loving and learning together with God.*

## **RELIGIOUS EDUCATION POLICY**

Beresford Memorial CE First School is committed to enabling each child to develop confidence, independence, enjoyment and an enquiring mind. As a church school Religious Education (RE) is regarded as a core subject in our schools curriculum and is reflective of our school vision. It has a vital role in developing religious literacy and deepening children's understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

### **RE Statement of Entitlement**

RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office (June 2016). Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE curriculum RE teaching also follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the Lichfield Diocese RE Guidelines and Understanding Christianity. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

Christianity is taught during four half terms of the academic year, with Islam and Judaism taught during the remaining two. We also explore elements of other world religions and cultures as appropriate eg. exploring Diwali (Hinduism/Sikhism) and Chinese New Year.

### **AIMS OF R.E.**

#### **The aims of Religious Education in our school are:**

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
  - To enable pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
  - To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
  - To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
  - To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

**The outcomes for pupils at the end of their time in our school are that they are able to:**

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
  - Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
  - Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

### **Links to SMSC**

Religious Education is an important area in its own right.

It contributes to other areas of education and human experience (aesthetic, environmental, ethical, political, social and spiritual).

It is an important part of the wider programme of spiritual, moral, social and cultural development.

Spiritual	widening pupil's vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	helping each pupil develop their own informed values.
Social	helping pupils understand some major forces shaping the values in our society.
Cultural	aiding pupils in exploring aspects of their own cultural heritage and in developing positive attitudes towards diversity.

### **Links to PSHE**

Additional links will be found across the curriculum especially with personal, social, and health and education (PSHE) and British values. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

### **MANAGEMENT**

The RE subject leader is responsible for:

- Ensuring Religious Education has status within the school
- A detailed scheme of work
- Supporting staff in their planning and delivery of RE
- Auditing and recording current resources, supplementing resource provision and disseminating this information to staff.

- Undertaking personal development in this area and ensuring there is provision for staff training
- Monitoring RE provision
- Developing assessment strategies
- Creating and reviewing an action plan annually.
- meet with member of the Diocesan RE advisory team when possible

## LEARNING AND TEACHING

The main teaching activity may vary in its structure, it may consist of class, group, paired or individual teaching and independent activities.

- The objective and success criteria of each lesson is made clear
- Time is given for pupils to reflect, consolidate and apply their learning.
- Planning is organised into units of work
- Discussions take place between staff on resources, teaching approaches and assessment.

The learning opportunities pupils have will include:

- Asking questions
- Debate and discussion
- Evaluating different kinds of evidence
- Experience of religious festivals and customs
- Experience of the use of sounds, actions, art and symbol in religion
- Expressing ideas and feelings through a variety of media
- Exploring religious writings
- Finding out about the life of religious communities
- Handling artefacts and special books
- Investigating the link between behaviour and belief
- Reflecting on personal experiences
- Taking responsibility for their own decisions and actions
- Talking about values, beliefs and experiences
- Talk to believers
- Visit to places of worship.

## ASSESSMENT, RECORDING and REPORTING

Assessment is through group/individual discussions, teacher observations and marking of any children's work. Children will record their learning in a dedicated RE book in a number of ways. Assessment by staff is recorded on the school's assessment tracker 'Insight'. RE is reported on the annual report to parents. Assessment for Learning plays an important part in RE as in all other subject areas.

## EQUAL OPPORTUNITIES AND SPECIAL NEEDS

The school aims to give all children, regardless of race, disability and class equal access to the Religious Education curriculum, according to their level of ability, and equal access to all equipment and all activities.

## ICT IN THE RELIGIOUS EDUCATION CURRICULUM

A multisensory approach is encouraged through the use of interactive whiteboards, computer programmes, the internet and other technologies.

## EARLY YEARS FOUNDATION STAGE

RE is taught within the EYFS both discreetly and across the other 7 areas of learning. This is delivered by the class teacher.

## MONITORING AND REVIEW

There will be monitoring of teaching and planning over the period of 2 years.

The schemes of work, assessment procedures, staff development and resource will be reviewed on an annual basis.