

We Work, We Play,

We Care, We Pray



Policy for Religious Education

*The joy of the Lord is
Your Strength
Nehemiah 8:10*

*Within God's family we nurture, teach
and support each other, opening doors for
all.*

*The joy of the Lord and our Christian
values help us to flourish in school and in
our community; as communicators,
explorers, readers and believers*

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Intent

Every child will access a full and diverse curriculum which challenges and develops them to grow academically, personally and socially.

We are all:

- Communicators
- Explorers
- Readers
- Believers

Through R.E. we interweave these drivers in as many ways as possible.

For example:

Communicators – RE lessons provide a ‘safe’ space for children to be able to communicate their own feelings and beliefs. They are given opportunities to engage with challenging questions of meaning and purpose raised by human existence and experience.

Explorers – In RE children will explore their own religious, spiritual and philosophical ways of seeing, living and thinking, believing and belonging. We will consistently provide children with a range of opportunities to inquire, question, develop their own response and formulate their own views to fundamental issues as they encounter and respond to religion. They will explore world faiths through e.g. handling of artefacts, visiting places of worship, meeting visitors from faith backgrounds.

Readers - We encourage children to read and analyse biblical texts and to read new vocabulary relating to different world religions e.g. Mosque, Qur’an, Tallit, Gurdwara.

Believers – RE teaching helps children to understand the place of religious faith in modern life and the importance of developing their own beliefs. It is about creating an awareness within the child of the relevance of faith in their own lives and in the lives of others.

Through these drivers and the delivery of the RE curriculum we want our children to have a love of RE and be able to discuss Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. They will have a sound understanding of the main world religions appreciating diversity, continuity and change.

Implementation

Scheme of Work and Progression

There is a four year rolling programme of concepts/themes derived from the Chester Diocesan syllabus and Understanding Christianity resource. This provides clear progression throughout the school. Teachers will build on previous R.E. themes and develop the children's knowledge and understanding. The nature of the concept based scheme of work allows for a wide choice in selecting themes and building on previous work done.

Through assessing against end of Key Stage objectives we are also able to progress the children in each year group on their response outcomes and the evidence they have to support their ideas from each topic.

Planning

Each class teacher has a purple RE planning and assessment file. This incorporates the long term planning overview; half termly planning for the year from a mixture of the diocesan scheme of work, the Understanding Christianity resource and other pre-planned materials; assessment and important information from staff training. Teachers are expected to plan out their weekly lessons using the given schemes as a guide.

Teaching and Learning

Religious Education in a Church school should enable every child to flourish and live life in all its fullness. (John 10:10).

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

A high quality RE programme is essential to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Central to RE at Bishop Wilson is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. As an inclusive community, we provide sequenced learning about a range of religions and worldviews fostering respect for others.

R.E. makes a distinctive contribution to the education of children by helping them to understand the place of religious faith in modern life and the importance of developing their own beliefs. In part R.E. is a body of knowledge and understanding of the principles that underpin faith but it is also about creating an awareness within the child of the relevance of faith in their own lives and in the lives of others.

AIMS AND OBJECTIVES

- 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.
- For pupils to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Principle Aim: As a Church of England Voluntary Aided Primary School our principle aim is to provide a family environment in which the child can grow and develop in faith. Through our teaching of R.E. it is our aim that each child within our care should have the opportunity to develop a living faith in God through Christ and his Holy Spirit so that they will feel able to receive the grace of God for themselves through prayer, worship, bible study and the sacraments.

The RE curriculum enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice (including ways in which it is unique and diverse). High quality resources are used e.g. Understanding Christianity resource. As part of RE teaching, pupils are taught to engage with biblical text and theological ideas.

Core Christian concepts are explored as are 'Big Questions' to begin each new RE topic. Pupils are introduced to a range of relevant disciplines including theology, philosophy and human social sciences. We aim for high attainment and significant progress in RE enabling pupils to develop confident religious literacy.

RE has a high profile within the curriculum and is intrinsic to the outworking of our school's Christian Vision in enabling all pupils to flourish.

Pupils develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They have a safe space to explore their own religious, spiritual and philosophical ways of seeing, living and thinking, believing and belonging.

When teaching R.E. we will always seek to have as direct an experience of religion as possible through encountering the living God. Activities to facilitate this may include visits to places of worship, meeting with religious people and the handling of religious artefacts. We will consistently provide children with a range of opportunities to inquire, question, develop their own response and formulate their own views to fundamental issues as they encounter and respond to religion.

Through our approach to R.E. we also aim to promote all kinds of positive attitudes and personal qualities as essential for effective learning, for example enthusiasm, curiosity, reflection, respect and tolerance.

Inclusivity

Any child who has S.E.N. is entitled to access to the R.E. curriculum to the same degree as any other child. At Bishop Wilson all children follow the same R.E. scheme but it is recognised that at times children with S.E.N. may not be able to grasp religious concepts to the same degree as the average child. At other times children with S.E.N. including Gifted and Talented children may be able to grasp more of the religious ideas and need to be extended further.

As it is very difficult to assess spiritual development apart from the knowledge and understanding of religious values it is hoped that by giving all children the same access to the curriculum with appropriate differentiation their religious concepts such as questioning and developing their own views will develop at their own individual pace. We therefore aim to meet the needs of all children including those with S.E.N. and those who are Gifted and Talented through these methods.

All children regardless of race, gender, religion or background are entitled to have access to the R.E. curriculum. This is indeed the case at Bishop Wilson unless a parent exercises their right of withdrawal on personal grounds. At present no parent exercises that right.

Resources

At present we have access to a variety of religious story books, posters, information texts and artefacts to support the teaching of Christianity. We also have access to religious artefact boxes to support the teaching of Judaism, Islam, Hinduism and Sikhism. These boxes contain a range of resources including books, photopacks, posters and specific religious artefacts, for example in the Islam Box you will find amongst other artefacts a Muslim Prayer Mat, a Qu'ran with a Qu'ran stand, a compass and Prayer Beads.

A full list of resources to support the teaching of R.E. can be obtained from the R.E. co-ordinator.

We also have a selection of Bibles in school including The Rainbow Good news bible, The Lion and The Usborne Children's bible.

Role of the Subject Leader

The role of the R.E. Subject Leader is to:

- i) Take the lead in policy development and the production of Schemes of Work.
- ii) Support colleagues in their development of detailed work plans and implementation of the scheme of work and the assessment and record keeping activities.
- iii) Monitor progress in R.E. and advise the Head Teacher on action needed.
- iv) Take responsibility for the organisation of central resources for R.E.
- v) Keep up to date with developments in R.E. education and disseminate information to colleagues when appropriate.

Impact

Assessment

Assessment in R.E. is not assessing the level of spirituality of pupils, neither does it involve assessing the degree to which children are willing to reveal their own personal beliefs or viewpoints. Nor is it making judgements on pupils' values and their sense of right or wrong. Assessment will be made half-termly according to the objectives provided by the Diocesan syllabus and Understanding Christianity.

Each topic starts with a 'Knowledge Harvest' and a 'Big Question' which the pupils answer at the end of the topic to assess understanding of concepts/themes. Progress is monitored against diocesan assessment standards.

Feedback to pupils about their progress in R.E. is achieved through the marking of work and through discussion with children as a class, a small group or in a one to one situation. When marking, teachers may use a little think bubble with a question for pupils to answer to extend their thinking.

Reporting to parents is done through an annual written report. Parents are also welcome to discuss the progress of their child in R.E. with their child's teacher at any time.

Evidence of Work

All pupils, with the exception of Reception, have their own purple RE book. In addition to this, there is a class book for photos and other evidence e.g. from Values days.

Impact on pupils

We have a dedicated 'Ethos group'. Part of their role is to ensure RE continues to have a high profile, report to Governors termly about RE throughout the school, help to plan 'Values' days and deliver some Acts of Worship.

Currently, pupil voice is carried out via informal discussion. The aim is to undertake an annual RE questionnaire to develop this.