

TANKERSLEY C of E (A) PRIMARY SCHOOL

R.E. POLICY



***“To develop a love of learning in a
Christian environment”***

Tankersley St Peter's CE. (A) Primary School Policy for Religious Education

School vision for the RE curriculum

Our vision for learning in Religious Education is based upon our mission statement which permeates the ethos of the school. Our mission is to *'Develop a love of learning in a Christian environment' as well as uphold our supporting aims which are aiming high and Self-belief, Community spirit, Enterprise, Enquiry and Respect.*

Our curriculum is therefore driven through a strong enquiry based approach with opportunities built in for children to engage with the subject and see things in a new light. Our RE lessons provide opportunities for participation that include Visual, Auditory and Kinaesthetic experiences and explore life's big questions.

As part of the school's drive to ensure all subjects are given equal status, and to provide a broad and balanced curriculum, the school has a 3 year subject overview as part of the Subject in the Spotlight. This involves each subject lead writing an action plan for this subject area and monitoring their subject area through work scrutiny, developing a portfolio of subject progression and celebration in the subject as well as dedicated time for whole school display.

Introductory Statement

Through Religious Education children have the opportunity to explore their own experiences, themselves, the world around them and their relationships with others. Children also have the opportunity to gain knowledge of Christianity as a world faith which has had profound influence upon their environment and culture. They also have the opportunity to develop their knowledge and understanding of other world faiths.

This policy outlines the teaching, organisation, and management of Religious Education (RE) at Tankersley.

Our R.E Syllabus was developed using the Barnsley Agreed Syllabus and past Diocese of Sheffield Guidance based on the policy of the General Synod Board of Education. The topic overview has generally remained the same, with some additions, but the skills and knowledge have been adapted in line with the Barnsley Agreed Syllabus. Nursery and Reception classes follow the Early Years curriculum for the Foundation Stage.

Aims

Our aims of Religious Education are:

- 1) To promote the spiritual, moral and cultural development of pupils.
- 2) To encourage a reflective attitude to life and an awareness of and ability to respond to mystery, awe and wonder using an enquiry based planning model.
- 3) To foster an enquiring and responsible approach to life.
- 4) To foster a personal, intellectual and moral integrity.
- 5) To develop a respectful and responsible attitude towards the world in which we live.
- 6) To develop pupils' spiritual awareness and to encourage them to explore and think about life itself.
- 7) To develop pupils' knowledge and understanding of the key ideas, beliefs, symbols and practices in Christianity and other world faiths.
- 8) To introduce the literature and key people of religion.
- 9) To help children to understand what it means to hold a religious view of life.
- 10) To promote a tolerance and sensitivity towards those with religious beliefs different from one's own and to be open to learning from others.
- 11) To be able to articulate feelings and beliefs.

Implementation

The schemes of work, that have recently been updated, take into account that, as an Aided Church of England school, the depth and understanding of Christianity taught is increased, while maintaining the breadth of other religions. The learning addresses both the following areas, 'learning about religion' and 'learning from religion'. This is planned for using the enquiry method of learning developing the children as independent thinkers encouraging a deeper understanding of key themes. Each lesson is planned around a key question which the children then explore using a variety of learning styles. Examples of the enquiry style of planning can be found in the RE subject portfolio.

Early Years Foundation Stage

During the Early Years Foundation Stage, children are beginning to develop concepts of themselves and the world around them. Religious Education makes an active contribution to all of the areas in the Early Learning Goals but has a particularly important contribution to...

- Personal, Social and Emotional Development
- Communication and Language
- Understanding the World
- Expressive Arts and Design

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Religious Education is taught through adult focus activities, for example, circle times, looking at power points, interpreting stories from the Bible and learning about other religions and cultures. Other learning strategies include role play and reflection. We provide enhancements indoors and outdoors, which allow the children to explore ideas and feelings in their child initiated play.

Key Stage 1

At Key Stage 1 topics have been developed from the following areas of study:

The Bible	Christian Worship
Jesus	Belief, Faith and Values
The Church	Spiritual Dimensions to Life
Christian Festivals	Other religions - Judaism (family)
	Festivals of Light

These are covered through links with topic work, The Church Year (festivals and special days) and Collective Worship. The R.E Syllabus is covered through specific topics for each year group.

Class one: Prayer, thanksgiving and Harvest
The Church and Christmas
The Bible
Judaism and Easter- to link with a topic on homes
Jesus
Special people in Church

Class Two: Family celebrations and Harvest
Family festivals (Hanukkah and Christmas)
Miracles of Jesus
Jewish worship/ Easter
Special people within the Jewish faith
Awe, wonder and Creation

Key Stage 2

The content of the teaching on Christianity covers the following areas of study:

The Bible	Christian Festivals
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Jesus
The Church

Christian Worship
Belief, Faith and Values

The key questions from the Barnsley Agreed Syllabus (2010) have been included within these.

The remaining one third of teaching time is allocated to:

- a) 'The study of other religions... to be taught properly and at sufficient depth to be treated with the respect and intellectual integrity they require.'

We have chosen to study Judaism in year 5, due to its link with and importance to Christianity, and Hinduism and Islam in year 3, to link with, and give greater understanding to a wider topic on India.

- b) PHSE topics exploring self, roles, relationships and responsibilities.

Each year group works on a one-year cycle of topics.

Year 3: The Patriarchs, Gifts (a Christmas theme), Healings and Miracles of Jesus.
Hinduism, Islam

Year 4: Stories and teaching of Jesus, Light (a Christmas theme), The Early church, including the events of Pentecost, (Faith in Action), Egypt (Joseph and Moses),

Year 5: Judges and Kings, Journeys (a Christmas theme), Judaism, Easter, Special People

Year 6: Families (A Christmas theme), Special places, The Prophets, Friends and Enemies of Jesus, Christianity: Church and Worship.

Assessment

Assessment is carried out half-termly using 'I can statements' developed from the Agreed Syllabus and related to the two areas of learning. Teachers use a grid which shows progression of these through the National Curriculum levels. Pupil attainment and progress is recorded using individual sheets with 'I can' statements on. These sheets relate to the topic areas for each class and the levels children are expected to be working around. These are shared with the children who self assess by colouring round the edge of a statement bubble if they think they have achieved that statement. Teachers date or stamp when they feel a statement has been achieved. Children can see the skills and knowledge expected and what they can do to improve.

This information is then recoded, by the teacher on to a spreadsheet to allow them to monitor and address any gaps in learning. This is then monitored on a whole school basis by the subject leader to inform CPD planning.

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Special Educational Needs

Learning objectives, materials, resources and organisation enable all children to participate fully in RE taking into account their specific needs.

Equal Opportunities

All children will be encouraged to take an active and equal part in all aspects of Religious Education. Through effective planning, children will be provided with the opportunity to develop their knowledge and understanding of RE in contexts appropriate to their needs and experiences.

Developing and Monitoring the R.E Curriculum

The Curriculum has been planned and developed within and between Key Stages to ensure breadth and progression. It has and will be developed as necessary when new information is received.

R.E is monitored in the following ways:

- 1) Through examination of planning by the coordinator to ensure coverage, progression and differentiation.
- 2) Through the examination of children's work.

Resources

Resources are stored in the RE resources area to facilitate enquiry planning and in classrooms. There are class sets of Bibles, teaching resources, ICT based resources and topic boxes containing artefacts.

Role of the RE Subject Leader

- a) To keep up to date as far as possible and pass information on to other members of staff.
- b) To coordinate this subject, where necessary, to ensure coverage and progression throughout school.
- c) To monitor planning for coverage, progression and differentiation by examining plans and giving feedback to staff as necessary.
- d) To monitor coverage, progression and differentiation by examining children's work, giving feedback to staff as necessary.
- e) To note and act upon any development needs identified through the monitoring process.
- f) To take a leading role in meeting concerned with R.E.

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- g) To oversee resources and coordinate new purchasing.
- h) To update policy documents when necessary.

Right to Withdraw

It is a parent's right to withdraw their child/children from all or part of RE and Collective Worship. Parents should speak to the Head teacher if they wish to withdraw their child from Religious Education.