



The Collaboration of East Harptree and Ubley Church of England VC Primary Schools
Religious Education Policy
Celebrating 'life in all its fullness' John 10:10

1. Introduction

This policy should be taken and used as part of the Collaboration of East Harptree & Ubley Church of England Schools' overall strategy and implemented within the context of our Christian values and Vision Statements:

'East Harptree Church of England School aims to encourage each child to dream, believe, achieve together.'

'Ubley Church of England School aims to equip each child to be caring, capable and confident in an ever-changing world.'

RE is taught using the agreed local syllabus, 'Awareness Mystery and Value' (AMV) for world religions, and 'Understanding Christianity' to enable learners to acquire a thorough knowledge and understanding of the Christian faith. As Church schools, we learn about Christianity for 50-75% of RE curriculum time. RE offers an opportunity for children to make links between the beliefs, practices and value systems of Christianity and other world faiths studied. An enquiry approach is used in RE, encouraging children to ask, and answer, 'big questions' and to investigate them. The schools' Christian values and the spiritual, moral, social and cultural development are the central to RE.

2. Aims

- a. To enable pupils to know about and understand Christianity as a living faith and the influences worldwide.
- b. To enable pupils to know and understand about other major world religions and views while developing their ability to express ideas and insights.
- c. To contribute to pupil's own spiritual, moral, social and cultural development.
- d. To enable children to explore and enrich their own beliefs and values.
- e. Show an informed and respectful attitude to beliefs which are different from their own.
- f. Engage in meaningful dialogue with people who have faith or no faith.
- g. Reflect on their spiritual, philosophical and ethical beliefs in a critical and responsible way.
- h. To become successful, confident learners and responsible citizens.

3. School Values

These are based on 12 core Christian Values (based on 'Roots and Fruits' which is a 2-year collective worship programme). Each class will display one value each term, which we all strive to follow. They are:

compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness.

The schools' communities therefore expect all members of it to act according to these Christian values by:

- o Respecting each other, themselves and the school environment;
- o Being polite to each other at all times;
- o Working hard and to the best of their ability;
- o Being responsible and sensible at all times;
- o Being good ambassadors for the school in the wider community.

As Church of England Primary Schools, biblical teachings underpin all we do. We encourage our pupils to "live the values" – (1 Peter 4).

These values will be promoted through our holistic approach and ethos, including RE teaching and Collective Worship.

4. Our Schools' Approach to RE

In our schools, RE is at the heart of what we do. RE is a core subject and is part of the weekly timetable. Teaching and planning includes the local agreed syllabus, AMV. Understanding Christianity is used to deliver the Christian elements of the RE curriculum. Christianity is at the heart of the RE curriculum at our schools. It is rooted in the person and work of Jesus Christ. Through teaching and learning, community is celebrated. We explore and celebrate all communities, religions and worldly views, fostering respect.

As outlined in the framework act 1998 every maintained school must provide a basic curriculum (RE, sex education and the National Curriculum). This includes RE provision for all registered pupils, except for those that have been withdrawn.

As Church schools, it is our responsibility to ensure all Children are taught RE for the equivalent of 5% - 10% of curriculum time. At our schools, RE is timetabled weekly for each year group. Further teaching and learning time is allocated to RE e.g. days dedicated to specific religions and religious festivals, for example Diwali. As a church school, we teach Christianity 50-75% of the school year, alongside Hinduism, Buddhism, Judaism and Islam.

5. Aims and Objectives

Understanding Christianity is at the heart of RE teaching at our schools. Each unit of learning refers to a core concept of the Bible and we use the big freeze and concept pictures to help teaching and learning. Key questions are shown at the start of the unit and are referred to throughout the unit. This approach encourages deeper learning, using the core knowledge as a basis. For the other world religions, the agreed local AMV syllabus is used, the core knowledge being the basis of teaching and learning. Questioning is used in RE to promote critical thinking and deeper thought and learning. Whole class discussions, group and individual work are all used during RE teaching. This allows time for reflection, deep thought and allows children to develop their responses and own ideas and thoughts. Visits and visitors are encouraged to promote learning- this can be done in a range of ways. E.g. An



opportunity to ask questions and learn from real life experiences to further promote tolerance and understanding of different faiths.

Skills are central in RE and they are presented in various learning opportunities: investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application, expression and self-understanding are used across the school to promote deep thinking and reflection to help children's progress in RE.

We recognise through our differentiated planning system that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, enable them to develop new skills, concepts and knowledge. All children are treated with equal respect, worth and value regardless of race, colour, background, gender, learning need or learning ability. The Religious Education Curriculum aims to teach all these qualities.

We use a variety of mediums such as storytelling, reflection and role-play. When appropriate we use religious artefacts for the children to look at and discuss. We encourage children to research aspects of religion using research and Information Technology including the internet. We may have visiting speakers to talk to children about their faith community and their religious beliefs. We encourage visits to places of worship such as Churches, Temples, Mosques etc.

6. Opportunities for RE

Through detailed planning and assessment, progression is ensured. The units have been written to ensure skills, knowledge and learning is built on year on year.

At our schools, RE plays a significant, but not exclusive, role in the development of children's Spiritual, Moral, Social and Cultural skills and knowledge. This is done through opportunities for reflection, deep thought and using varied styles of teaching throughout the RE curriculum. Children are encouraged to explore their own thoughts and ideas in a safe environment, promoting tolerance and respect. Children are given the opportunity to ask and reflect on 'big questions.'

We aim to provide a rich interesting, stimulating environment in which Religious Education can take place. We plan and organise the environment, with differentiated tasks and activities to ensure that all children can access the curriculum, whatever their stage of development and learning need. All tasks have equal status in our planning and delivery of the curriculum. As well as individual learning, we also encourage children to work co-operatively and in collaboration on a range of Religious activities. Resources and artefacts are available from the BaNES resource centre at Saltford Primary School. Research using technology is also used to research in units.

7. Monitoring, Evaluation, Assessment, Recording, Reporting

We aim to assess Religious Education by using a range of assessment techniques appropriate to the assessment being carried out.

Assessments are based on informal observations, individual interaction or communication skills, listening to children's responses, taking photographs of children's work or performance work produced during activities.

Book scrutiny, learning walks, together with staff observations are used to review the overall level of understanding for each child.

The overall understanding of each child is assessed at the end of each unit; these are recorded by the class teacher. The RE leader uses moderation to ensure accurate assessments are being made against key assessment criteria.

8. Parents/Governors/Diocesan Liaison and Local Community Issues

The Education Reform Act 1988 states that: 'The curriculum for every school shall comprise a basic curriculum which includes provision for Religious Education for all registered pupils at the school'. It requires that an agreed syllabus should 'reflect the fact that the religious traditions of Great Britain are, in the main, Christian while taking account of the other principal religions represented in Great Britain'.

It provides parents with the right to withdraw their children from Religious Education. No explanation is required. If parents do feel the necessity to withdraw their children from this area of the Curriculum, then parents must consult with the Head teacher.

Policy Review date: Sept 2021