



'Inspiring learning for life – life in all its fullness'

Hackleton CEVA Primary School

Religious Education Policy

**Jesus said, 'I have come in order that you might have life - life in all its fullness'
(John 10,10)**

National and Legal Framework

The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 set the legal framework for Religious Education at Hackleton Primary School. In accordance with the recommendation of the Peterborough Diocesan Board of Education we follow The Diocese of Peterborough Syllabus for RE 2019-2024, incorporating Understanding Christianity. These contain programmes of study for Foundation Stage, Key Stage 1 and Key Stage 2 and supplementary guidance.

The Diocese of Peterborough Syllabus for RE 2019-2024 and Understanding Christianity.

The Diocese of Peterborough Syllabus for RE 2019-2024 and Understanding Christianity contain the aims, programmes of study and learning outcomes for R.E. Our medium term plans are based on the recommendations set out in The Diocese of Peterborough Syllabus therefore fulfilling the statutory requirements.

Aims

At Hackleton Primary School we aim to ignite a passion for learning in every child, developing creative thinkers who embrace challenge, achieve academic excellence and uphold our Christian school values. We will promote curiosity, enthusiasm, independence and resilience within a nurturing community which has each child's wellbeing at its heart.

Our Christian values are based upon:

**Jesus said, 'I have come in order that you might have life – life in all its fullness'
(John 10,10)**

We explore this through our Christian values:

1. **Love**
'Love God, and love others as you love yourself.' (Luke 10, verse 27)
2. **Respect**
'Do for others just what you want them to do for you.' (Luke 6, verse 31)
3. **Forgiveness**
'Just as the Lord has forgiven you, so you must also forgive others.' (Colossians 3, verse 13)
4. **Trust**
'My God is my strength in whom I trust.' (Psalm 18, verse 2)
5. **Faith**
'Stand firm in the faith; be courageous, be strong. Do everything in love.' (1 Corinthians 16 verses 13-14)
6. **Friendship**
'Encourage one another and build each other up.' (Thessalonians 5, verse 11)

R.E. has an important contribution to make towards these by providing a caring environment where children feel secure and able to express their views and beliefs. They are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. The RE curriculum is intrinsic to the outworking of our Christian vision in enabling pupils to see how Christianity impacts the lives of believers and how our values are shared between people of Christianity, different religions and other world views.

Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community. Links are made with a variety of faith groups to help develop this aim.

Aims and Purposes of R.E.

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.

The aims of R.E. in the Diocese of Peterborough Syllabus for Religious Education are for pupils 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;
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied;
- Engage with challenging questions of meaning and purpose raised by human existence and experience;
- 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;
- Explore their own religious, spiritual and philosophical ways of living, believing and thinking.

R.E. provides opportunities for pupils to:

- Develop their knowledge and understanding of and their ability to respond to Christianity and the other principal religions represented in Great Britain; especially those represented in the diverse and active faith communities in Northamptonshire.
- Develop their knowledge and understanding of and their ability to respond to non-religious world views.
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these individuals, societies, communities and cultures;
- Consider questions of meaning and purpose in life;
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues;
- Accept, respect and celebrate diversity in society by encountering faiths and beliefs which they might not otherwise have opportunity to explore;
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- Develop enquiry and response skills through the use of distinctive language, listening and empathy;
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

Right of Withdrawal

R.E. does not seek to urge religious beliefs on children, or to compromise the integrity of their own beliefs by promoting one religion over another.

Teachers can exercise their right to withdraw from teaching R.E. if they do not wish to do so but must give notice of their intention in writing to the Governing Body.

In keeping with the law as stated in Circular 1/94, parents may withdraw their children from Religious Education provided they give written notification to the school. The school will ensure that suitable supervision is provided. However, we hope that all parents and teachers would feel comfortable with the Religious Education being taught at our school and we encourage the participation of all. If a parent requests their child be withdrawn, parents will be invited to a meeting to ensure they have correct information about what RE entails.

Teaching and Learning

The scheme of work for RE will help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs. The Peterborough Diocese Syllabus for RE is underpinned by three core elements: Making sense of beliefs, making connections and understanding the impact. This is similarly referred to as text, impact, connections in Understanding Christianity.

There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the syllabus. The scheme of work ensures that there is continuity and progression for pupils and ongoing teacher assessment makes sure that concerns about progress are addressed. (Long term plan attached.)

A range of teaching and learning activities ensure that pupils learn effectively and with interest. Visitors are invited to support the teaching of RE, and where possible, there are planned visits to places of worship.

Religious Education is a timetabled subject throughout the school except in the Foundation Stage where it is integrated within the areas of learning. Each class has one lesson of 50 to 60 minutes per week which is taught by the class teacher or RE subject leader. Classes are taught in mixed ability groups in their own classroom.

A variety of teaching and learning styles are adopted by teachers in Religious Education to allow access by all pupils. Lessons are enquiry based and promote a range of skills such as thinking skills, reasoning, enquiry and research. Examples of activities which use different teaching and learning styles are:

- Dramatic conventions – hot seating, role play, thought tracking
- Group work
- Individual reflection
- Use of art, dance, drama and music,
- Artefact handling
- ICT – use of selected and appropriate websites
- Use of film / documentary
- Visitors
- Research
- Discussion
- Reflection
- Generating questions

In addition to this, children build on their own experience and knowledge of Christian traditions through timetabling of regular experiences with our local Church. These include visits to Church or Chapel for particular celebrations such as Harvest and Easter, as well as events tailored around children experiencing church. Specific year groups also develop their knowledge of other places of worship, for example Year 2 visit the synagogue, Year 3 a mandir and Year 4 a Gurdwara.

Spiritual, Moral, Social and Cultural

The contribution of RE to SMSC is identified in the Diocese of Peterborough Syllabus for Religious Education and provides many opportunities for encouraging children's development in this area. Activities for each strand of SMSC are specifically identified in the syllabus.

Assessment

Assessment is focused on supporting individual pupils to develop their knowledge, understanding and skills in RE. Both the Diocese of Peterborough Syllabus for Religious Education and Understanding Christianity set end-of-phase outcomes which reflect the concepts, skills and processes which children should know, understand and apply. These are broken down into more specific learning outcomes (and 'knowledge building blocks' in Understanding Christianity). Teachers continually assess the extent to which children meet learning outcomes through various methods of observation which might include some of the following: verbal contributions, participation in drama activities, art work and written work. Observations about the progress of children and any areas which need addressing are recorded in teacher's own mark books. Assessment may also be evident in class BIG Books for RE. The aim of this is to ensure that assessment directly informs planning and ensures action is taken to support and extend children as necessary.

Teachers record attainment formally at the end of the school year on a Foundation Subjects Assessment grid. All children are assessed as reaching the expected level apart from those identified as working towards the expected level. This information is passed on to parents in the end of year report for each child.

Resources

Artefacts, DVDs, picture resources, teacher books and teaching ideas are stored in boxes in the upstairs resource room. A set of iPads is available for classes to use. A further range of reference books can be located in the school library, where children can find information about all faiths included in The Agreed Syllabus.

R.E. Subject Leadership

- The RE subject leader will support and monitor the subject and will receive an adequate budget to do this.
- The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
- The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.

- The RE subject leader will regularly monitor the quality of RE teaching across the school.
- The RE subject leader will liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on progress and attainment in RE.
- The RE subject leader and Headteacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

Monitoring and Review

Action planning, evaluation and review of RE takes place annually and reported back to the governing body. Its effectiveness is monitored by the RE subject leader and is based upon lesson observations, discussions with other members of staff, scrutiny of pupils' books and the evaluation of children's responses to learner questionnaires.

Signed:

Chair of Governors

Signed:

Headteacher

Date:

Review: November 2022

Hackleton CEVA Primary School

Long Term Plan – Overview of RE Teaching Units

Year Group	Autumn Term	Spring Term	Summer Term
R	<p>F4 Being Special: where do we belong? (PS)</p> <p>F2 Incarnation: "Why do Christians perform Nativity plays at Christmas?" (UC)</p>	<p>F6 Which stories are special and why? (PS)</p> <p>F3 Salvation: "Why do Christians put a cross in an Easter garden?" (UC)</p>	<p>F1 "Why is the word 'God' so important to Christians?" (UC)</p> <p>F5 Which places are special and why?</p>
1	<p>1.2 Creation: "Who made the world?" (UC)</p> <p>1.3 Incarnation: "Why does Christmas matter to Christians?" (UC – Core Learning)</p>	<p>1.6 Who is Muslim and how do they live? (PS)</p> <p>1.5 Salvation: Why does Easter matter to Christians? (UC – Core Learning)</p>	<p>1.6 Who is Muslim and how do they live? (PS)</p> <p>1.10 How should we care for the world and for others & why does it matter? (PS)</p>
2	<p>1.7 Who is Jewish and how do they live? (PS)</p> <p>1.8 Who am I? What does it mean to belong? (PS)</p>	<p>1.7 Who is Jewish and how do they live? (PS)</p> <p>1.9 What makes some places sacred? (PS)</p> <p>Focus Day: 1.5 Salvation: Why does Easter matter to Christians? (UC– Digging Deeper)</p>	<p>1.4 What is the 'Good News' that Jesus brings? (UC)</p> <p>1.1 God: "What do Christians believe God is like?" (UC)</p>
3	<p>2a.2 People of God: "What is it like to follow God?" (UC)</p> <p>2a.3 Incarnation: "What is the Trinity?" (UC – Core Learning)</p>	<p>2.9 What are the deeper meanings of festivals? (PS)</p> <p>2a.5 Salvation: Why do Christians call the day Jesus died 'Good Friday'? (UC)</p>	<p>L2.7 What does it mean to be a Hindu in Britain today? (PS)</p> <p>L2.7 What does it mean to be a Hindu in Britain today? (PS)</p>
4	<p>L2.10 How and why do people show their commitments during the journey of life? (PS)</p> <p>2a.4 Gospel: "What kind of world did Jesus want?" (UC)</p>	<p>2a.6 Kingdom of God: "When Jesus left, what was the impact of Pentecost?" (UC)</p> <p>L2.8 What does it mean to be a Sikh in Britain today? (PS)</p>	<p>L2.8 What does it mean to be a Sikh in Britain today? (PS)</p> <p>2a.1 Creation: What do Christians learn from the creation story? (UC)</p>
5	<p>U2.14 How do religions help people live through good times and bad? (PS)</p> <p>2b.4 Incarnation: "Was Jesus the Messiah?" (UC)</p>	<p>2b.1 God: "What does it mean if God is loving and holy?" (UC)</p> <p>U2.11 Why do some people believe in God and some not? (PS)</p>	<p>2b.3 People of God: "How can following God bring freedom and justice?" (UC)</p> <p>U2.10 What does it mean for a Jewish person to follow God? (PS)</p>
6	<p>U2.9 What does it mean for Muslims to follow God? (PS)</p> <p>2b.2 Creation: "Creation and Science: conflicting or complementary?" (UC)</p>	<p>U2.13 Why is pilgrimage important to some religious believers? (PS)</p> <p>2b.7 Salvation: What difference does the resurrection make for Christians? (UC)</p>	<p>2b.5 Gospel: "What would Jesus do?" (UC)</p> <p>U2.12 What will make our town a more respectful place? (PS)</p>