

Religious Education Policy

This policy should be taken and used as part of Batheaston Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school.

School Vision Statement

At Batheaston we encourage respect for religious and moral values including celebration of other cultures, religions and way of life. We work creatively to provide experiences of awe, wonder and mystery in line with our Church school foundation. We support children to respect each other's home religions and investigate all religions in a thoughtful and respectful way.

A vision for Religious Education in Bath & North East Somerset

RE in the Bristol and Somerset area is about Awareness, Mystery and Value.

Pupils who follow this syllabus gain a deep awareness of their own and others' identities; they wrestle with the mysteries of life and the answers given by a wide variety of religions and beliefs; they develop a clear sense of what is of real value in world today.

Pupils who follow this syllabus gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity and other principal religions and world views. Through reflection on their own beliefs and values in the light of their learning, they grow in respect for themselves and others.

Pupils who follow this syllabus encounter the transformative power of religions and beliefs in people's lives – in the Bristol and Somerset area, in the UK and in the wider world. They demonstrate curiosity about men and women of faith and commitment who have changed individual lives, society and culture. Through RE, they feel compelled to imagine and contribute to the creation of a better world for all.

Rationale

- RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions.
- It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of

expression, as well as of the influence of religion on individuals, families, communities and cultures.

- RE encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

- Non-statutory framework for religious education, 2004, QCA

The School's Approach to Religious Education

- Religious Education is a core subject. Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998.
- The key document in determining the teaching of RE in community and voluntary controlled schools is the locally agreed syllabus within the local authority (LA) concerned (Section 376-377). For Batheaston, the Agreed Syllabus is 'Awareness, Mystery and Value' (AMV 2011).
- As a *voluntary controlled school with a religious character*, parents of any pupils may request that they receive religious education in accordance with provisions of the trust deed relating to the school.
- RE is a vehicle for meeting the central values and aims of the school; encourage excellence, include everyone, live our ethos, engage in a creative curriculum, communicate effectively, build community and protect the future.
- As laid out in the Statement of Entitlement, Christianity will form the majority study, with at least 2/3 Christianity across Key Stages 1 and 2. Other world religions and world views will be represented across all year groups.
- Sufficient dedicated curriculum time, meeting RE objectives, however organised, will be committed to RE. This will be between 5% and 10%.

Aims and Objectives

Teaching and Learning Styles:

In R.E., we use a mixture of teaching and learning styles. There will be a balance of individual, group and whole class work. There will almost always be a large amount of discussion in R.E. lessons. Teachers will often plan activities that foster high engagement, particularly creative response tasks like drama and artwork. Lessons in R.E. will be differentiated wherever possible, so that the full range of learners' needs are met. In long term planning, teachers will look for opportunities to teach R.E. units within curricular topics so that meaningful links are developed. Visits and visitors will be used to enrich the curriculum in R.E.

Skills:

The following skills are central to religious education, and should be reflected in learning opportunities.

a) **Investigation** - this includes:

- asking relevant questions;
- knowing how to use a variety of sources in order to gather information;
- knowing what may count as good evidence in understanding religion(s).

b) **Interpretation** - this includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

c) **Reflection** - this includes:

- the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

d) **Empathy** - this includes:

- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

e) **Evaluation** - this includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

f) **Analysis** - this includes:

- distinguishing between opinion, belief and fact;
- recognizing bias, caricature, prejudice and stereotyping;
- distinguishing between the features of different religions.

g) **Synthesis** - this includes:

- linking significant features of religion(s) together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

h) **Application** - this includes:

- making links between religion and individual, community, national and international life;
- identifying key religious values and their links with secular values.

i) **Expression** - this includes:

- the ability to articulate ideas, beliefs and values;
- the ability to respond to religious ideas, beliefs and questions through a variety of media.

j) **Self-understanding** - this includes:

- the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

Attitudes:

Attitudes such as respect, care and concern should be promoted through all areas of school life. In this way religious education contributes to the whole school ethos.

There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religion and belief, and learning from that experience. Teachers will help pupils to develop their:

a) **Self-esteem** – by providing opportunities for them to:

- recognize their own uniqueness as human beings, and affirm their self worth;
- feel confident about their own beliefs and identity and share them without fear of embarrassment or ridicule;
- develop a realistic and positive sense of their own religious and spiritual ideas;
- become increasingly sensitive to the impact of their ideas and behaviour upon other people.

b) **Curiosity** – by providing opportunities for them to:

- explore religious ideas through reflection, empathy and imagination;
- look beyond surface impressions;
- look for answers and seek after truth;
- search for meanings in life;
- consider the personal relevance of religious questions.

c) **Fairness** – by providing opportunities for them to:

- listen carefully to the views of others;
- acknowledge bias in their own views;
- consider evidence and argument;
- make reasoned judgements about what is worthy of respect and what is not.

d) **Respect** – by providing opportunities for them to:

- recognize the needs and concerns of others;
- avoid ridiculing others;
- recognize the rights of others to hold their own views;
- appreciate that people's religious beliefs are often deeply felt;
- develop a balanced sense of self-worth and value.

Opportunities for Religious Education

Planning: The table below outlines the units taught in each year group. The termly order is the default option, but teachers are encouraged to match the units to the curricular topic that they best match.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR R	<p>UNIT 1 Who are we? Focus Areas: A & D Featured rel's: Christianity & Islam Supplementary questions:</p> <ol style="list-style-type: none"> Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers) How might stories, prayers, songs, etc help us understand more about ourselves and ideas of God? 	<p>UNIT 3 Why are some stories special? Focus Areas: C & F Featured rel's: Christianity, Islam & Judaism Supplementary questions:</p> <ol style="list-style-type: none"> What stories and books are special to me and my family? What stories and books are special to people within religions and beliefs? How are stories told and books used within religions and beliefs? What do some stories and books say about how people should live? 	<p>UNIT 2 Why are some times special? Focus Areas: B & E Featured rel's: Christianity & Judaism Supplementary questions:</p> <ol style="list-style-type: none"> What special times and seasons can I remember? Why were these times special? Why are some festivals and celebrations special? <ul style="list-style-type: none"> When do they happen? What do they remember? What do people do and why? What special objects might be used in festivals and celebrations? How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?

<p>YEAR 1</p>	<p>UNIT 4 Where do we belong? Focus Areas: B & D Featured rel's: Judaism Supplementary questions: a) Where do I belong? (Feelings, experiences) b) Where do people belong? (Family, local community, group, club, place, country, faith) c) What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives? •</p>	<p>UNIT 5 How do we celebrate our journey through life? Focus Areas: C & E Featured rel's: Christianity, Hinduism, Islam & Judaism Supplementary questions: a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death) b) How do members of a religious faith celebrate these milestones in the journey of life? c) What artefacts, symbols and ceremonies are used at significant times? d) Why are some times in life significant or special?</p>	<p>UNIT 6 How should we live our lives? Focus Areas: A & F Featured rel's: Judaism Supplementary questions: a) How does what I do affect other people? b) What rules and codes of behaviour help me know what to do? c) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) How do some stories from religions and beliefs and the example set by some people show me what to do?</p>
<p>YEAR 2</p>	<p>UNIT 7 Why are some places special? Focus Areas: C & D Featured rel's: Hinduism Supplementary questions: a) What places are special to me? Why are they special? b) What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) c) What do these buildings that are special to religious or belief communities look like? • Do they have special places, objects, pictures or symbols? • How are these used? What do they tell us about what people believe?</p>	<p>UNIT 8 Why is our world special? Focus Areas: A & E Featured rel's: Christianity & Hinduism Supplementary questions: e) How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness) f) What do songs, poems, prayers and stories say about God as the Creator? g) What different ways can I use to show what I think and believe about our world? h) How do people show they care / don't care about our world?</p>	<p>UNIT 9 Why is Jesus important? Focus Areas: B & F Featured rel's: Christianity Supplementary questions: a) What people help, inspire and guide me? What makes them special? b) What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection) What things did Jesus say and do that guide people in their lives? What do I think? (e.g. love your neighbour / teachings on love and forgiveness)</p>

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 3	<p>UNIT 2 What can we learn from the life and teaching of Jesus? Focus Areas: B & E Featured religions: Christianity Supplementary questions:</p> <ol style="list-style-type: none"> Who is Jesus and what does it mean to follow him today? What did Jesus teach about: <ol style="list-style-type: none"> Love Sin, forgiveness and redemption Revenge and peace/reconciliation Greed and giving Making a difference Prayer Faith and hope Life after death What do the narratives of Jesus' miracles tell us about some of the big questions of life? Why might Christmas, Lent and Easter be important to ourselves as well as (other) Christians? 	<p>UNIT 1 What is important to me? Focus Areas: A & D Featured religions: Christianity & Judaism Supplementary questions:</p> <ol style="list-style-type: none"> Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community) What am I worth? (Beliefs about the value of human beings) How might stories, hymns, prayers etc help people understand more about themselves and their relationships? 	<p>UNIT 9 How should we live and who can inspire us? Focus Areas: B & F Featured religions: Judaism & Sikhism Supplementary questions:</p> <ol style="list-style-type: none"> What positive examples have people given that show us how to live? What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? How have the actions and example of people of faith or belief changed our world? How might we change our lives in the light of the qualities demonstrated by other people?
YEAR 4	<p>UNIT 3 Why do religious books and teachings matter? Focus Areas: C & F Featured religions: Christianity & Islam Supplementary questions:</p> <ol style="list-style-type: none"> What different kinds of writing and story are there that are important to religions and beliefs? Where do the most special kinds of writings and stories come from? How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs? How can I best express my beliefs and ideas? 	<p>UNIT 6 How do we make moral choices? Focus Areas: A & F Featured religions: Christianity & Hinduism Supplementary questions:</p> <ol style="list-style-type: none"> What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices? What are the most important moral values and teachings? How do we decide what is right and wrong? 	<p>UNIT 7 How do people express their beliefs, identity and experience? Focus Areas: C & D Featured religions: Christianity & Hinduism Supplementary questions:</p> <ol style="list-style-type: none"> How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, poetry, and story? Why do some people of faith not use the arts to represent certain things? How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? Why are the arts really important for some religions and beliefs? How might I express my ideas, feelings and beliefs in a variety of different ways?

<p>YEAR 5</p>	<p>UNIT 12 What does it mean to belong to a religion? Judaism Focus Areas: B, D & E Supplementary questions: b) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? c) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together?</p>	<p>UNIT 11 What does it mean to belong to a religion? Islam Focus Areas: B, D & E Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>	<p>UNIT 5 Why are some journeys and places special? Focus Areas: C & E Featured religions: Christianity & Islam Supplementary questions: a) Why do people believe that some places are special? b) Why do people go on pilgrimage and special journeys? c) What practices and events are associated with pilgrimage and special journeys? d) What artistic, symbolic and other expressive work is associated with special journeys and places? How might we make a record of the impact on ourselves of the journeys we make and the places we visit?</p>
<p>YEAR 6</p>	<p>UNIT 4 What does it mean to belong to a religion? Christianity Focus Areas: B & D Supplementary questions: a) How do Christians celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? b) Within the different Christian groups what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>	<p>UNIT 10 What does it mean to belong to a religion? Hinduism Focus Areas: B, D & E Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? b) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>	<p>UNIT 8 What do people believe about life? Focus Areas: A & E Featured religions: Christianity & Islam Supplementary questions: a) What feelings do people experience in relation to birth, change, death and the natural world? b) What answers might be given by ourselves and by religions and beliefs to questions about: i the origin and meaning of life? ii our place in society and the natural world? iii the existence of God? iv the experience of suffering? v life after death?</p>

Continuity and Progression:

- The AMV scheme is planned and implemented carefully to ensure teaching and learning is progressive across both key stages.
- Topic webs, medium term planning and weekly planning is moderated by the R.E. subject leader and/or senior management to ensure progression and pitch.
- Observations of R.E. are planned to take place, between 2 and 3 times over the year.
- Information regarding cohort achievement, needs and individual attainment where significantly above or below national expectation, is reported to the child's next teacher within transition information, and on to secondary schools where possible.

Spiritual, Moral, Social and Cultural Development:

All subjects in the school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

RE provides opportunities to promote:

Spiritual development through:

- discussing and reflecting upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth;
- learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religions and other traditions and practices;
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity;
- considering how religions and other world views perceive the value of human beings and their relationships with one another, with the natural world, and with God;
- valuing relationships and developing a sense of belonging;
- developing their own views and ideas on religious and spiritual issues.

Moral development through:

- enhancing the values identified within the curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust;
- exploring the influences on moral choices of family, friends and the media;
- and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders;
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice;
- studying a range of moral issues, including those that focus on justice, promoting racial and religious respect and the importance of personal integrity;
- considering the importance of rights and responsibilities and developing a sense of conscience.

Social development through:

- considering how religious and other beliefs lead to particular actions and concerns;
- investigating social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them;
- articulating their own and others' ideas on a range of contemporary social issues.

Cultural development through:

- promoting cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures;
- considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices;
- promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how inter-faith co-operation can support the pursuit of the common good;
- promoting inter-cultural understanding by encouraging pupils to question their own cultural pre-suppositions.

Resources

- A wide range of resources are available within school to use within R.E. This includes DVDs, audio CDs, posters and artefacts.
- Staff can also make use of resources available from outside of the school (eg from the Resources Centre at the Old Deanery Wells, use of local church etc)
- A good range of websites and army games eg amv.somerset.gov.uk, www.request.org.uk (Christianity), www.reonline.org.uk (Leading, Knowing, Assessing, Supporting)

School policy on visits and visitors

- Teachers make good use of a range of visits and visitors, in line with the recommendations of the scheme.
- The role of any visitor to school is to educate, not evangelise.
- All visits and visitors in R.E. must comply with school policy in terms of safeguarding procedures.
- Regular visits to St Johns, and occasionally to other churches in the village, help to increase understanding of particular R.E. objectives.

Monitoring, Evaluation, Assessment, Recording, Reporting

- In line with current advice from the AMV scheme, we will continue using levels in RE for the time being. Teachers track and assess pupil's attainment and achievement in R.E. using the 'I can' statements linked to the six areas of enquiry arranged in 8 levels, plus 'exceptional performance' (<http://amv.somerset.gov.uk/syllabus/standards-and-assessment/can-do-re-statements>). They provide guidance on how well pupils are doing in different areas of RE enquiry and what they must do to next to make progress.

- The statements should also be used to ensure that standards are maintained in RE, so that:
 - by the end of KS1 the vast majority of pupils will have attained level 2;
 - by the end of KS2, the vast majority of pupils will have attained level 4
- For children with special educational needs, performance ('P-scale') statements can be used as a guide to progress.
- In the Foundation Stage, children's attainment is assessed in relation to the early learning goals.
- Teachers will often use the 'examples of task-setting' documents on the AMV website to support summative assessment at the end of a unit. These are designed in a rubric fashion to support differentiation and for children to be assessed against must/should/could-style expectations.
- Standards in R.E. are monitored and evaluated by the subject leader. This will include at least 2 observations of teaching each year as well as at least one scrutiny of work.
- R.E. lessons will often be discussion-based and there is no expectation for children to produce written work in each session. Teachers are encouraged to record or document children's contributions to discussions where possible and to use photographs to capture creative responses to topics, such as drama or debate. Written or artistic responses to lessons should be recorded either in the child's writing book or in their Learning Journal. Work will be marked in line with the school assessment policy and teachers are encouraged to use AFL so that children's interests, strengths and needs are fed in to future planning.
- It is a legal requirement that parents are informed about how their child has achieved in R.E. and teachers will do this as part of the annual report.
- The subject leader will compile a subject evaluation and action plan annually, and will work alongside the Senior Management Team and the Governing Body to review the subject thoroughly every 5 years in preparation for the SIAMS inspection, using the evaluation schedule and self-evaluation toolkit to support.

Parents/Governors/Diocesan Liaison and Local Community issues

- Our parents have the right to request that their child(ren) be excused from all or part of the RE provided.
- We will ensure that parents who want to withdraw their children from RE are aware that RE is taught in an objective way that is relevant to all pupils and respects their own personal beliefs. They will be made aware of the RE syllabus learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. We may also review such a request each year, in discussion with the parents.
- However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.
- The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although we will ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, we will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, we have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- No teacher can be required to teach R.E. if he/she does not wish to do so. This will be discussed with the SMT or Headteacher in line with the Staff Handbook.
- Governors will monitor and evaluate R.E. via a link governor who will most likely be one of the Foundation Governors.
- This governor will support the Subject Leader with the development and reporting of the annual subject evaluation and action plan. The most important areas for development are likely to feature in the School Development Plan (SDP).
- The link governor may, from time to time, visit the school to observe R.E. teaching.
- Every five years, as a minimum, the wider governing board will evaluate the school's provision and standards in R.E. as part of the preparation for the SIAMS inspection.
- The subject leader will ensure a level of staff development training in R.E. via staff meetings or INSET in response to identified need, using the diocese for support where relevant.
- The diocese will be used as a source of support for the school, both in terms of providing staff training, via school visits to evaluate provision and via the website, for resources and updates. <http://www.bathandwells.org.uk/supporting-children/>
- We will attempt to address community needs and issues within the locally agreed syllabus. The curriculum should be 'distinctively local' drawing on elements of the immediate area and the local parish where possible.
- The provision of R.E. will fulfil the requirements of the school SEN/Inclusion, Equal Opportunities and Racial Equality policies.

Associated Policies:

PSHE
SMSC
Behaviour
Child Protection
SEN/Inclusion
Equal Opportunities and Racial Equality
Collective Worship

Review Date: September 2016