



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Religious Education Policy

Responsible for review	
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Due for review: Summer	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2015			
2016			
2017			

Introduction

Within The Jubilee Federation Branscombe and Broadhembury CE Primary Schools are Church of England Voluntary Controlled Schools and Farway CE Primary School is a Voluntary Aided Primary School and so, within these specifically Christian environments, we aim to enable children to develop spiritual understanding, to begin to comprehend what it means to be a person of faith, and to accept and value those whose commitments, values and ways of life are different from their own.

The importance of religious education in the curriculum

Religious education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

RE in Devon, Plymouth and Torbay schools develops children's knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and the other principal religions. In Devon, Plymouth and Torbay these are Buddhism, Hinduism, Islam, Judaism and Sikhism).

Consideration is also given to other non-religious perspectives such as humanism.

RE offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.



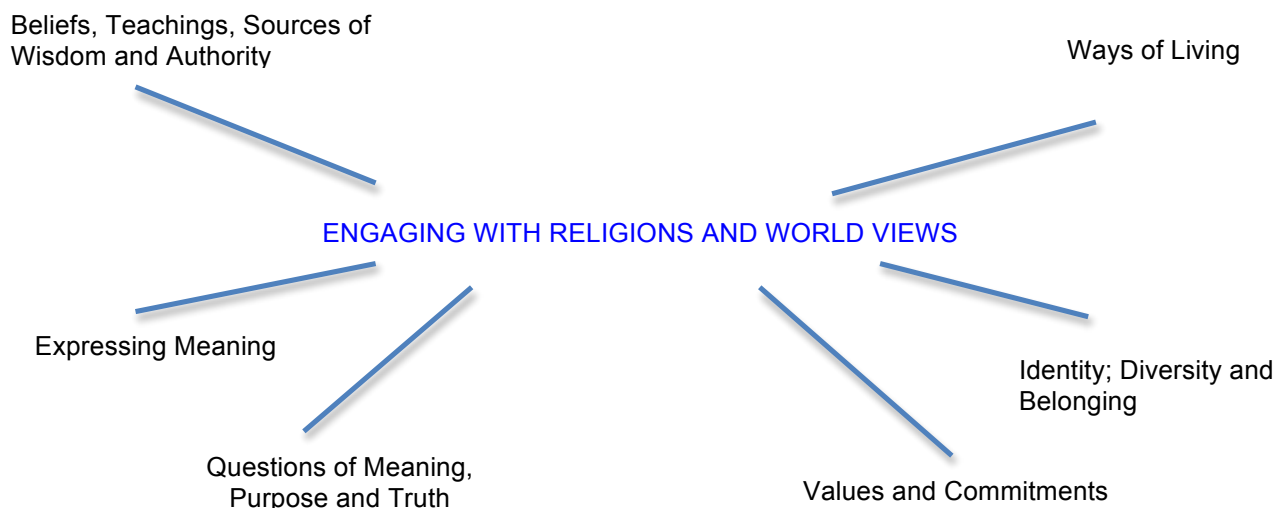
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Attainment Target

‘Engaging with Religion and Worldviews’.

This syllabus directs that through this ‘engagement’ pupils will “learn about” and “learn from” religions and worldviews.



The attainment target Engaging with Religions and Worldviews brings together the two commonly used attainment targets: Learning about Religion (AT1) and Learning from Religion (AT2). “Engaging with” involves both learning about (investigating, describing, explaining) and from (responding, analysing, evaluating) religions and worldviews and provides important balance in RE.

In Learning about Religion children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

In Learning from Religion children reflect on and consider important questions of identity and belonging (e.g. who and what matters to me?) questions of meaning (e.g. what do people believe about how life began?) and values and commitments (e.g. who and what do I value?)



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Key Skills in RE

RE is more than just developing children's' knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

Attitudes in RE

As with skills RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

Expectation in RE

Within The Jubilee Federation (as in other Devon, Plymouth and Torbay Schools) RE is assessed using level descriptors (just like the subjects of the National Curriculum). The Devon, Plymouth and Torbay Syllabus contains 8 levels, plus exceptional performance. The pupil friendly level descriptors can be stuck in the back of the children's books and highlighted when evidence of attainment is observed.

By the end of Key Stage 1 most children will be expected to achieve level 2. In RE this means that they can use religious words to identify some features of religion and its importance for some people. They show awareness of similarities in religions and can identify how religion is expressed in different ways. They ask and respond sensitively to questions about their own and others experiences and feelings. They recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 2 most children will be expected to achieve level 4. In RE this means children can describe both similarities and differences within and between religions.



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They make links between different aspects of religions and can describe the impact of religion on people's lives. They suggest answers to questions of identity and meaning. They apply their ideas to their own and others lives. They can also describe what inspires and influences themselves and others

Approaches to teaching and learning in RE

RE is an exciting subject and so the schemes of work have been written to include a wide range of strategies and the approach is creative, lively and experiential where possible. The new Understanding Christianity resource is used to support the Christian element of the curriculum.

Schemes of work and lesson plans for the subject will meet the criteria which have been agreed by the school and teachers will endeavour to ensure that effective teaching and learning in R.E. is based on:

- a) a focus on both learning about and learning from religions, so that pupils not only gain knowledge, but are given opportunities to reflect and respond;
- i) the consistent use of a variety of interesting, engaging and challenging approaches to learning, including the use of drama, art, music, poetry, design and technology, written and oral questioning, class and group discussion, different styles of writing and communication;
- ii) the use of story, pictures and photographs
- iii) the constructive use of a range of resources including artefacts, books, audio-visual materials
- iv) and I.C.T. to help to develop the children's awareness and understanding of religious beliefs and forms of expression
- v) the regular use of first-hand experiences, including visits to places of worship and visitors of the school;
- vi) Children experiencing times of quiet reflection to develop their own thoughts and Ideas
- vii) Discussing religious and philosophical questions giving reasons for their own beliefs and those of others

Pupils will be given opportunities to:

- name and describe the functions of key objects, symbols, people, places and events (as outlined in the Programmes of Study);



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- identify the key points in life stories of important religious figures;
- talk or write about religions; identifying to which religion key aspects belong.
- show an understanding of what it means to be a person of faith, in terms of beliefs, practice and values;
- explain some of the interpretations of symbols, stories and language used by believers;
- recognise that different religions share similar features; e.g. beliefs, values, holy books and places of worship;
- make simple comparisons based on key features;
- understand the significance of the key teaching of the religions they have studied;
- make comparisons between significant experiences of key religious figures and their own feelings and experiences;
- understand why certain things are right and wrong and how moral values may be embodied in religions.

Organisation of RE (based on a rolling programme)

RE is taught through a range of religions and beliefs and key themes. These are available for staff in the new Devon Agreed Syllabus. They have been incorporated into our topic rolling programme. The Programmes of Study consist of 'enquiries'. These enquiries take the form of a key question followed by a series of supplementary questions which provide the structure and direction of the individual enquiry. Together the enquiries are designed to engage pupils in both learning about and from religions and worldviews. The characteristics of learning highlight the key features of RE at key stage 1 and the experiences / opportunities provide guidance on the kinds of learning experiences children at key stage 1 should encounter. At key stage 1 pupils should study Christianity and one other religion and include other worldviews. At Key Stage 2 the emphasis is on developing the skills of investigation and enquiry and effectively engaging pupils in their learning in RE. At key stage 2 children should study, in a more systematic way, Christianity, Hinduism, Judaism and Islam and non-religious worldviews such as Humanism.

Assessment, Recording and Reporting

At the beginning of each term parents are provided with an outline of which topics will be covered in each curriculum area including RE. A written report at the end of the year



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provides information about attainment in RE. To help us in report writing we recognise that some of the most important learning in RE (e.g. how RE contributes to spiritual development) cannot be formally assessed. What we do assess is children's progress against the level descriptors in the local agreed syllabus. (see above)

The assessment, recording and reporting of pupils' progress in R.E. will be conducted in a way which is consistent with the school's policy, it will recognise that whilst knowledge can be assessed, there will be aspects of pupils' work, which it would not be appropriate to assess. For example, it would not be appropriate to assess matters which pupils may wish to keep to themselves. This means that pupils should never be pressurised into disclosing personal or private information, and no assessment or judgement should be made of their willingness or unwillingness to do so.

Assessment, recording and reporting of R.E. will:

- a) help pupils to recognise the degree of progress which they have made in R.E.
- b) enable pupils to identify ways of improving their work,
- c) provide information which is useful to the intended audience in language which can easily be understood (e.g. by pupils, parents, other teachers, other schools etc.)
- d) ensure that pupils are actively involved in the process of reviewing their own work,
- e) be manageable in the time available, make reasonable and realistic demands on teachers and minimise the amount of unnecessary duplication,
- f) be conducted in the kind of positive, supportive and constructive climate which recognises the needs and anxieties of pupils,
- g) be based on the range of types of assessment tasks which help pupils to continue to develop their understanding of the key elements of the R.E. Programmes of study,
- h) be based on shared understanding of the criteria which are being applied and the significance of any marks, grades or symbols which are awarded,
- i) facilitate the provision of summative information which meets any statutory requirements and the needs of transfer institutions.

Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.



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Learning resources

We encourage the use of a wide range of resources to enrich children's learning. These include children's and teacher's books, DVDs, music, artefacts and CD ROMs. We try to ensure RE is a lively, stimulating subject which engages all children. We have also developed specific resources to support children with special educational needs and those with specific talent in RE.

The contribution of RE to the wider curriculum

While RE has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

RE contributes to children's spiritual development by:-

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

RE contributes to children's moral development by:-

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promote racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to children's social development by:-

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.



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RE contributes to children's cultural development by:-

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

RE and the use of language

RE can also make an important contribution to children's use of language by enabling them to:-

- Acquire and develop a specialist vocabulary
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

RE and the use of ICT

RE can make an important contribution to children's use of ICT by:-

- Helping them make effective use of the internet and CD ROMs to investigate and learn from different religions beliefs, teachings and ideas.
- Use e-mail and video conferencing to collaborate with other schools in different locations to Devon, Plymouth and Torbay.
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs

Conclusion

In essence we are aiming to help our children develop respect and sensitivity for all people, to understand more about the importance of religion in today's world and to embark upon their own spiritual and faith journey.