



Religious Education Policy

Policy Control	
Responsible Person:	Catharine Omer
Responsible Governor Team:	Teaching and Learning
Approved by Governors:	May 2016
Date due for review:	May 2019

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision, with God by our side:

Goudhurst & Kilndown Church of England Primary School will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instill a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

Our School Values

Goudhurst and Kilndown Church of England Primary School values

Community • Friendship • Joy • Love • Peace • Trust

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

School Mission Statement – Enjoy Achieve Together

With God by our side.

This policy sets out the arrangements for the leadership and delivery of the RE curriculum. At Goudhurst & Kilndown Church of England Primary School, all of our teaching and learning in RE should reflect the school's Christian core values, be fully inclusive, incorporating the schools AEN policy and promoting the equality of opportunity for all children and staff.

The legal Position of Religious Education

RE must be provided for all registered children at the school in accordance with Schedule 19 to the School Standards and Framework Act 1998. In Canterbury Diocese, the Diocesan Board of Education recommends that all Church schools follow the Diocesan Schemes of Work (New Revised Plans, 2014) which are based on the Kent Locally Agreed Syllabus. This takes account of the 1996 Education Act which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. Religious Education is inspected under Section 48 of the Education Act (Statutory Inspection of Anglican Schools [SIAS]).

Rationale

Our aspiration for all children is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and the workplace.

Religious Education seeks to make a major contribution to the spiritual, moral, social and cultural development of children by helping them to acquire a deepening knowledge and understanding of Christianity and the other major religions represented in Britain. It also helps them to develop their own beliefs and values.

Aims

- To gain a secure knowledge and deepening understanding by exploring issues within and across faiths so that children learn to understand and respect different beliefs, values and traditions, and their influence on individuals, societies, communities and cultures.
- To enable children to develop the ability to make their own reasoned and informed judgments about the religious and moral issues which arise from reflection on human experience and a study of religious beliefs and practice.
- To enable children to consider ways in which beliefs, values and traditions might have significance for their own lives.

Religious Education will:

- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops children's knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **Encourage children to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on

personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.

- **Enable children to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **Teach children to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice, developing tolerance and respect.
- **Prompt children to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe, wonder and mystery.**

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.
- Developing their own ideas and views on religious and spiritual issues.

RE contributes to moral development by:

- 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 people within religious traditions.
- Developing an understanding in religion of the key values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- 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.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.

RE contributes to children’s cultural development by:

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

RE and the Bible

Our school values are supplemented by readings from the Bible.

- Community - The Lost Sheep and The Lost Coin – Luke 15 v4-10
- Friendship - The Invitation to the Banquet – Matthew 22 v2-14
- Joy - The Pearl of Great Price – Matthew 13 v45-46
- Love - The Prodigal Son – Luke 15 v11-32
- Peace - The Good Samaritan – Luke 10 v30-37
- Trust - The Wise and Foolish Builders – Luke 6 v47-49

Community Cohesion by:

Providing a key context in which to develop children’s understanding and appreciation of diversity and relevance, to promote shared values, both Christian and British, and to challenge racism and discrimination in:

- the school community;
- the community within which the school is located;
- The UK community; and
- The Global community.

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; and
- 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 IT by:-

- Helping them make effective use of the internet 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 Goudhurst; and
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs.

The contribution Religious Education makes to other curriculum areas: English, art, history, geography, PSHE and outdoor learning. In class and during Collective Worship, children are provided with opportunities to respond and reflect on current world and local issues. For example, Remembrance Day, a natural disaster or a news article relevant to religious teachings and our school values.

All pieces of RE work must follow the school's presentation policy and should reflect the English skills appropriate for their year groups.

Approaches to Teaching and Learning Religious Education

RE plays an important part in our broad and balanced curriculum to which all children are entitled to. High quality learning experiences are designed and provided by careful planning through the Kent Agreed Syllabus.

RE is an exciting curriculum subject so we employ a variety of teaching methods.

These include:

- Visiting places of worship and receiving visitors from local faith communities;
- Using art, stories, drama, music to enrich children's understanding;
- Using regular times of stillness and quiet reflection for children to develop their own thoughts and ideas, using the Peace Garden where possible;

- Using pictures, photographs and stories to enhance children learning;
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression;
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others; ads
- Developing the use of IT (particularly DVDs and the internet) to promote understanding of religions and beliefs.

RE is taught through a range of religions, beliefs and key themes. We benefit from very close ties with St Mary's Goudhurst and Christchurch, Kilndown for visits to the buildings, visitors to the school and teaching, worship and pastoral input from the Ministry Team.

Equal Opportunities

We aim to use Religious Education to challenge stereotypes, misinformation and misconceptions about race, gender and religion. We seek to present religions in all their richness in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage our children to have a positive attitude towards that diversity. Religious Education makes a major contribution to children's spiritual, moral, social and cultural development. As it is concerned with values and behaviour, it also makes a significant contribution to the education in citizenship and the School Council.

Differentiation and Special Needs

Teaching will be planned to enable all abilities of children to be challenged and make best progress according to their needs.

School Organization

In accordance with the structure of the Kent Agreed Syllabus (New Revised RE Scheme of Work, 2014) from the Diocese of Canterbury, children study:

Foundation Stage – RE is linked to the Foundation Stage curriculum through the Early Learning Goals. Introducing Christianity as the 'heritage religion' of the country and the one that most influences schools and community life and building on religions represented among the children, as appropriate, RE in the Foundation Stage is taught through 'special' themes such as Special People, Special Places and Special Objects.

KS1 - Christianity in the main and in addition, Judaism and Hinduism; and

KS2 – Christianity in the main and in addition, Judaism, Islam and Sikhism.

This is predominantly Christian based but each year group will study another main world faith in order to broaden the minds of children and make them more aware of the beliefs of other people in our multi-cultural society.

Using the key objectives, year groups will adapt learning opportunities to suit the needs of children within their class. Teachers are to include a clear learning objective for each lesson and give children clear success criteria to follow.

RE is taught weekly for one hour in Key Stage 1 and one hour, fifteen minutes in Key Stage 2.

Assessment, Recording, Marking and Reporting

RE is planned and assessed using the levels for the two attainment targets in the syllabus. AT 1 is learning *about* religion and explores how children develop their knowledge, skills and understanding of religion and what religious people believe, do and express themselves. AT2 is learning *from* religion where children develop their learning about religion, expressing responses and insights with regard to questions and issues, and making sense of who we are, and of right and wrong.

Each Attainment Target has different Level Descriptions which describe the type and range of performance that children working at a particular level should demonstrate. The following list gives the levels appropriate for each year group:

- Year 1 – levels 1-2
- Year 2 – levels 1-3, mostly 2
- Year 3 – levels 2-3
- Year 4 – levels 2-4, mostly 4
- Year 5 – levels 3-4
- Year 6 – levels 3-5, mostly 4

Work is assessed against outcomes from the learning objectives as stated in the New Revised Syllabus. Not all work is recorded and some learning outcomes may be assessed through discussion as enquiring, questioning, analysing and interpreting, empathizing and reflecting are also encouraged. Evidence for assessment may also be gathered through a number of activities such as practical cross-curricular activities, displays or special acts of collective worship. There are end of unit Assessment activities for all units across the school, evidence of which would be in the children's RE books.

Marking follows the school marking policy. It is specific to the religion being studied and gives children opportunities to reflect on their previous learning. Teachers respond to children's work through key questions which children are expected to respond to.

Records of achievement are kept per class to show the performance and attainment for each child and reports to parents include detailed information about their child's progress in RE, in line with our Reporting to Parents Policy.

Monitoring standards of teaching and learning

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in RE through work scrutiny and discussion with the children. She is also responsible for supporting colleagues in the teaching of RE, being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The subject leader will evaluate the strengths and weaknesses in the subject and will indicate areas for further improvement. This will inform the annual Subject Action Plan that will be shared with the Senior Leadership Team.

Links to the Community

The Church-School link committee which consists of Rev'd Hugh Nelson, a foundation governor, head teacher and a member of the teaching staff meet four times a year. They arrange the Harvest, Christmas, Easter and Christingle services and discuss aspects of RE and collective worship. They have also arranged a series of visits to places of worship, each with a particular theme:

Y1 visit to St Mary's Church – baptism

Y2 visit to St Mary's Church – Remembrance

Y3 visit to Christchurch, Kilndown – joint Ash Wednesday service with Y4-Y6 who return using Millenium Walk

Y4 visit to St Mary's Church – the building itself

Y5 visit to Canterbury Cathedral and Bertha's Walk. Bus paid for by PCC, accompanied by Rev'd Hugh Nelson and foundation governor

Y6 Remembrance Day – accompany British Legion to War Memorial. During summer term, to attend Holy Communion (1662) at St Mary's (Thursday morning)

Responsibilities for RE within the school (including school self evaluation)

RE subject leader: Catharine Omer

Link governor: Rev'd Hugh Nelson

Senior leadership team

Health and Safety

Due account will be taken of health and safety guidelines and appropriate risk assessments for handling artefacts and food, candles and out of school visits.

Right of withdrawal from Religious Education

We firmly believe that RE is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognize 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.

Date of policy:..... Signed (Chair of Governors).....

Date of policy review:.....