



Barlaston C.E. (VC) First School

“Let Your Light Shine” Matthew 5:16

RE Policy

Our Vision Statement

Let your light shine through family, friendship and faith.

Our Spirituality Vision

Spirituality is an ever changing journey through life, connecting each individual with something bigger than themselves.

Equality Statement

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

1. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We are proud of being a Church of England school and value our unique position and our close links with the local parish of St John the Baptist, Barlaston. We also develop the children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity and the love of God but also of other world religions, especially those that are the main faiths of children that may come to our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

1.2 Our objectives in the teaching of RE are, for all of our children:

- to develop an awareness of spiritual, moral and philosophical issues arising in their lives;

- to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;

- to develop an awareness of spiritual values that can be reflected across the curriculum.

- to encourage the learning of religious stories, particularly Bible stories.

- to develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.

- to develop an understanding of what it means to be committed to a religious tradition;

- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;

- to develop an understanding of religious traditions, and an appreciation of cultural similarities and differences in the UK today;

- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;

- to have respect for other people's views, and hence to celebrate diversity in society.

2 The legal position of religious education

2.1 Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents and carers to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the head teacher. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Staffordshire Agreed Syllabus. In addition, our school uses the Lichfield Diocesan guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning. Therefore, it meets all the requirements set out in SACRE. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

3 Teaching and learning style

- 3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious/spiritual ideas, values and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development and to encourage their ability to see the spiritual is not limited to specifically “religious” subjects.
- 3.2 Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at all Christian Festivals and include other religious festivals such as Diwali, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups within our community to come into school and talk to the children.
- 3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations on a computer and share these in worship.
- 3.4 We recognise the fact that some classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:
 - setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
 - providing resources of different complexity, adapted to the ability of the child;
 - deploying classroom assistants to support the work of individuals or groups of children.

4 RE curriculum planning

- 4.1 RE is a foundation subject in the National Curriculum but here at Barlaston it has a core focus. We plan our RE curriculum in accordance with SACRE. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2 We carry out the curriculum planning in RE in two phases (long-term and short-term). The long-term plan maps the RE topics studied in each term, by each class. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We encourage the teaching of RE topics in conjunction with other subjects, as well as a stand-alone unit of enquiry. The planning is mostly centred around Christian based enquiries and we link in other religions to teach / celebrate similarities and differences.
- 4.3 The class teacher creates the plans for each lesson and lists the specific learning objectives and expected outcomes. The planning is reviewed regularly by all teaching staff, and amendments made if needed.

5 The Foundation Stage

- 5.1 We teach RE to all children in the school, including those in the Reception and Nursery class.
- 5.2 In Reception classes, RE is an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

6 Contribution of RE to the teaching in other curriculum areas

6.1 English

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters, prayers and to record information, in order to develop their writing ability.

6.2 Personal, social and health education (PSHE) and citizenship

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, making references to the school vision of Let Your Light Shine (Matthew 5:16) through family, friendship and faith. This promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

6.3 Spiritual, moral, social and cultural development

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives. Children give them the skills to discuss, debate, challenge and are encouraged to develop the skills of collaboration, caring, creative and critical thinking.

6.4 Science

Through RE in our school, we can encourage enquiry into existence and the search for truth: religious, philosophical and scientific. We seek to help children to make, and reflect on, the connections between science and faith and to help them understand that they are not incompatible.

7 RE and ICT

- 7.1 ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet and CD-ROMs. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics, such as sacred symbols in different world religions. Ipads can record a visit to a place of worship, and pupils can also

find the various artefacts in churches by doing virtual tours on church websites.

8 RE and inclusion

- 8.1 At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- 8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation by support, task or resource allowing us to take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 8.3 Intervention may lead to the creation of an IEP for children with special educational needs. The IEP may include, as appropriate, specific targets relating to religious education.
- 8.4 We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to the Derby Open centre, for example, that involves a journey) Open Door at Lichfield Cathedral and our local church. We carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

- 9.1 Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out / make observations / comparisons a famous story from the Bible, whilst older pupils might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress / next steps. Older children are encouraged to make judgements about how they might improve their work in the future.
- 9.2 We refer to the assessment policy as set out by the LA's SACRE showing the expected level of attainment for pupils at the end of every key stage however, formal assessment in RE has given way to a more 'teacher assessment style'. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to his or her expected level of attainment.
- 9.3 The RE subject leader keeps samples of children's work in a portfolio showing a range of work throughout the school.

10 Resources

- 10.1 We have resources in our school to be able to teach our RE teaching units. We keep resources for RE in a central store, where there is a box of equipment for the different faiths. There is a set of faith symbols and a

collection of religious artefacts which we use to enrich teaching in RE. The school has a supply of RE topic books and Internet access to support the children's individual research.

11 Monitoring and review

11.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, with the support from the foundation governors and Worship team who:

supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;

gives the head teacher a subject action plan in which s/he evaluates the strengths and weaknesses in RE and indicates areas for further improvement.

Policy agreed by The Governing Body Jan 2020

Policy to be next reviewed in January 2021



Mr. G. Tomblin
Chair of Governors
January 2020.