



BLETCHINGDON PAROCHIAL C of E (V.A) PRIMARY SCHOOL

“Learn to Believe – Aspire to Achieve”

At Bletchington Parochial CE (VA) Primary School we believe that everyone can reach their true potential. Through supportive, yet challenging teaching, we inspire our children to learn.”

Love honesty courage respect unity

Religious Education Policy

Policy Statement

This policy reflects the school’s aims and objectives in relation to the teaching of Religious Education. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. Our policy is informed by the guidance issued by Oxfordshire Diocese (Oxfordshire Agreed Syllabus).

At Bletchington CE Primary School we are concerned with the development of the whole child. Religious Education forms part of this.

Aims

We aim to encourage all pupils to:

- develop knowledge, understanding and awareness of Christianity and other principal religions;
- express a sense of awe and wonder
- understand religious concepts such as spirituality, mystery, values and commitment;
- hold respect for those holding different beliefs;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- develop general study skills such as observation, analysis and investigation;
- develop sound attitudes such as sensitivity, empathy, reflection and response.
- see the link between content in religious education and the challenges of their everyday lives.

Planning

Our school is Voluntary Aided by the Church of England and will therefore focus more attention towards the Christian religions (approximately 60%)

Planning whole school topics (‘Big Questions’) is planned for a two year cycle. It is the responsibility of the class teacher to ensure a full and balanced programme is covered.

Planning will:

- be inclusive, so that all can derive some understanding, irrespective of their own faith background
- include imaginative activities, such as story, drama and art
- make regular use of visits and visitors from local churches and other faith communities.
- ensure lessons are meeting the needs of all pupils in the class, irrespective of their academic level.

Teachers will seek to deliver some cross-curricular themes through the subject. Religious education has a particularly important part to play in subjects such as Personal, Social, Health and Citizenship Education.

R.E. and Collective Worship are legally distinct. R.E. is an educational process, while worship is an opportunity to take part in the affirmation and celebration of certain basic values. While recognising the separate nature of the two activities teachers will, on occasion, draw upon work in R.E. as part of worship, and vice versa.

The Foundation Stage will also join in with the school 'Big Questions' and undertake other RE work in accordance to the Early Years Foundation Stage Framework and school Christian distinctiveness.

Assessment and Record Keeping

Teachers will monitor pupils and record results of assessments at the end of each unit/ term (see appendix 1). Teachers will help pupils identify the next steps they can take in order to develop their skills in RE (see appendix 2). All parents will receive a written comment on R.E. in the annual report to parents. Statements of attainment will comment on the understanding of the knowledge skills and attitudes **not** on pupils' own religious beliefs or their spiritual development.

Evaluation

The RE Subject Leader will:

- review and revise the school policy and classroom practice
- advise planning
- consult with individual staff
- consult with children

Special Needs

Some pupils experience learning difficulties, which could affect their progress in Religious Education. Class teachers are responsible for ensuring the needs of all pupils are met, using differentiation, varying their activities, expectations or outcomes so as to ensure they appropriately meet the needs of the pupil.

Gifted and Talented

It may be that a pupil is considered gifted and talented in Religious Education, in which case the Teachers' planning is differentiated and provides challenge for more able children. Activities are structured to ensure success for all children, allowing more able children to undertake work of a more challenging nature where appropriate.

Equal Opportunities

At Bletchingdon CE Primary School, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the Religious Education Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability or if they hold a faith or none.

Resources

A range of teaching and learning resources are kept in the PPA room which include artefacts from the major religions, teacher resources books, DVDs and posters. Pupils have access to a range of books on religions in the library.

Role of Subject Leader

The Religious Education subject co-ordinator is responsible for the development and monitoring of the RE curriculum to ensure a coherent religious strategy for our school. They can help teachers with their planning and are responsible for developing the school’s policy.

The Subject Leader will assist teachers by leading staff meetings, planning and leading INSET activities, providing consultancy and advice, and by supporting them in the classroom. The Subject Leader is responsible for implementing changes required by external agencies and will attend training courses in respect of its implementation. The knowledge and skills gained on these courses will be imparted to colleagues through staff meetings and on INSET days. The Subject Leaders also ensure that all staff access the relevant CPD.

The Head teacher / Subject Leader will scrutinise planning, RE work, reading records and assessments. They will also gather the views of children in discussions.

Role of the Governing Body

To ensure the implementation of the RE policy and to review the policy annually. The SIAMS team will meet termly to evaluate all areas of the Christian element of the school.

Policy Review

This policy was written by the Religious Education Subject Leader in consultation with staff.

Reviewed January 2017

Signed Head teacher

Signed Chair of Raising Standards Committee

Date

Class Overview Assessment
Theme:

Term:
Date:

Term			Pupils in this level
Level 1	<p>Pupils show awareness by using some religious words to:</p> <ul style="list-style-type: none"> • recognise and name features of religious life and practice • recall some events in religious stories and festivals • recognise verbal and visual forms of religious expression (e.g. sacred texts, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils talk about</p> <ul style="list-style-type: none"> • their own experiences and feelings • what they find interesting or puzzling • what is special or of value to themselves and to others • what matters or is of concern to themselves and to others 	
Level 2	<p>Pupils show some knowledge by using religious words and phrases to</p> <ul style="list-style-type: none"> • identify features of religion • identify similarities in religions • identify the importance of religion for some people • retell religious stories • identify how religion is expressed in different ways (e.g. through stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils</p> <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings • recognise that some questions cause people to wonder and are difficult to answer • recognise their own values and those of others in relation to matters of right and wrong • respond sensitively to the natural world and forms of artistic and spiritual expression 	
Level 3	<p>Pupils show breadth of knowledge and some understanding by using a developing religious vocabulary to</p> <ul style="list-style-type: none"> • describe some key features of religions, recognising similarities and differences • make basic links between beliefs, practices and sources, including religious stories and sacred texts • begin to describe the impact religion has on believers' lives • describe some forms of religious expression (e.g. stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils</p> <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences <p>80</p> <ul style="list-style-type: none"> • ask important questions about religion and beliefs, making links between their own and others' responses • make links between values and commitments, and their own attitudes and behaviour 	

Term			Pupils in this level
Level 3	<p>Pupils show some knowledge by using religious words and phrases to</p> <ul style="list-style-type: none"> • identify features of religion • identify similarities in religions • identify the importance of religion for some people • retell religious stories • identify how religion is expressed in different ways (e.g. through stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils</p> <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings • recognise that some questions cause people to wonder and are difficult to answer • recognise their own values and those of others in relation to matters of right and wrong • respond sensitively to the natural world and forms of artistic and spiritual expression 	
Level 4	<p>Pupils show increasing understanding by using a developing religious vocabulary to</p> <ul style="list-style-type: none"> • give simple explanations of sources, practices, beliefs, ideas, feelings and experiences (answering the 'why?' questions) • make links between sources, practices, beliefs, ideas, feelings and experiences • describe some similarities and differences between religions • describe the impact of religion on people's lives • give meanings for a range of forms of religious expression (e.g. stories, sacred texts, festivals, symbols, artefacts, places of worship, ceremonies, rituals and clothing) 	<p>Pupils</p> <ul style="list-style-type: none"> • raise, and suggest answers to, questions of morality, identity, belonging, meaning, purpose, truth, values and commitments • apply their ideas to their own and other people's lives • describe what inspires and influences themselves and others • suggest appropriate meanings for a range of forms of artistic and symbolic expression • recognise figurative or non-literal uses of language 	
Level 5	<p>Attainment target 1 Pupils show sound understanding by using an increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> • explain the impact of beliefs on individuals and communities • explain that similarities and differences within and between religions illustrate distinctive beliefs • explain why people belong to religions • explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions 	<p>Pupils</p> <ul style="list-style-type: none"> • ask, and provide thoughtful and considered answers to, questions of morality, identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives • explain what inspires and influences them • express their own and others' views on the challenges of belonging to a religion • recognise different forms of figurative language (e.g. metaphor, allegory, analogy, symbolism) 	

Appendix 2



Learn ABOUT Religion	Learn FROM Religion
Explain	Express Views
Show understanding	Apply Ideas
Describe	Make Links
Retell	Respond Sensitively
Name	Talk About

Following discussions with Diocesan advisors, analysis of pupils' responses to our questionnaire as well as in-house conversations, it has been decided to trial the use of pupils highlighting what they believe they have achieved by the end of their Big Q. This, alongside teacher feedback will inform the pupil what they are achieving and what their next steps should be. These will be shared again at the start of the next Big Q.