



# Huyton with Roby CE Primary School

## Policy For Religious Education

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Signed.....Chair of Governors

Date of Signature.....

## **A Policy for R.E. at Huyton with Roby Church of England Primary School**

### Introduction

Huyton with Roby Cof E Primary School is a Church of England Aided School for children from 3-11 years of age. It is situated within the Metropolitan Borough of Knowsley and the Diocese of Liverpool.

The religious education provided in the school conforms to the rites, practices and doctrines of the Church of England (as laid down in the Trust Deed of the school). Staff will deliver the revised 2007 RE Syllabus produced by the Blackburn Diocesan Board of Education, which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS. At least 5% of curriculum time is devoted to RE and Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available. Appropriate teaching about other faiths and world views is included. The syllabus has a strong emphasis on Christianity, and its lesser emphasis on non-Christian faiths. Two non-Christian faiths will be studied in Year 5 and 6, namely Hinduism and Judaism. The Religious Education curriculum maintains a balanced approach of Learning about Religion (Attainment Target 1) and Learning from Religion (Attainment Target 2).

Our school has strong links with St Michael's Church Huyton and St Bartholomew's Church Roby. Clergy regularly visit to lead acts of worship, and services at both churches are arranged to celebrate the major festivals of the church's year and to mark important events in the corporate life of our school.

The policy was revised and updated in June 2001 by the R.E. Co-ordinator and again in January 2014.

### Mission Statement

Our Christian school is concerned that each member should develop to their potential within a secure and caring environment.

We attach a high priority to being a welcoming and stimulating school, desiring to forge strong links between school, home, parish and the wider community through the active involvement of parents/carers, governors and clergy.

Our school seeks to develop in its children an understanding of the Christian faith. Christian values and respect for others are built into the ethos, teaching and daily worship of the school.

Children should follow an acceptable code of behaviour to enable them to develop a sense of self-discipline.

### Aims of the Policy

The aim of this policy is to provide a source of reference for Governors, staff, parents/carers and friends of the School.

We are concerned that each member of the school community is able to develop skills, concepts, attitudes and knowledge in relation to the R.E. curriculum. The atmosphere of the school encourages mutual respect, consideration and reverence for others' feelings and beliefs and aims to convey the message that its members are of equal worth regardless of race, status or ability. The aim of this policy is to support the whole school approach and the aims/ethos of the school as set out in the school's mission statement.

(The legal requirements for R.E. can be found in the Appendix.)

## Specific Aims for Religious Education

- Ensure children develop a sound knowledge and understanding of the key figures and beliefs of Christianity within the context of the Anglican Church.
- To make a distinctive contribution to the spiritual, moral, cultural, social, and mental development of our children.
- To begin to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation, so that they might be prepared for the opportunities, responsibilities and experiences of adult life.
- To understand and experience something of what is meant by personal faith and commitment to God and to appreciate ways in which faith is conveyed and expressed through the Gospel of Jesus Christ.
- To give children an understanding of the major Christian festivals within the context of Anglican Worship.
- To ensure that pupils gain knowledge of two other principal religions represented in Britain and to encourage respect for these holding different beliefs.
- To nurture a sense of awe and wonder at the mystery of God.
- To study Christianity as a living faith, and encounter its impact on people throughout the ages and today.

## Entitlement

All pupils will be taught R.E. irrespective of their race, gender or special need unless parents/carers choose to remove their child from such lessons. A statement about the schools' R.E. provision is included in the schools' prospectus.

It is not a legal requirement for Nursery aged children to follow the Agreed Syllabus for R.E. However, a satisfactory curriculum for these children will provide the foundations of spiritual and moral education by helping to foster values such as honesty, fairness and respect. Well chosen stories and sensitive discussion of incidents that arise in school are used to help children distinguish right and wrong behaviour. In all aspects of the curriculum, Nursery children can be encouraged to explore ideas and feelings such as sharing, happiness, anger and sorrow, and develop attitudes of co-operation, good behaviour and self-discipline. They will learn to respect their own cultural background as well as those of others through activities such as art, music, play and stories. Our Nursery children will be introduced to the Bible as a special book, and it is hoped that as a result they will develop a love of its stories and an awareness of God and his love for them.

## What is meant by R.E in relation to Primary Education?

R.E provides a way of viewing and making sense of the world in which we live. It provides a way to promote the spiritual, moral, social, cultural, mental and physical development of pupils within school and society, thus preparing them for opportunities, responsibilities and experiences of adult life. In our school, R.E. will encourage and support children as they learn about who they are, the nature of God and an understanding of the world in which we live.

We believe that as a Christian school, we have both the opportunity and duty to give children a Christian education in a way not open to a county school, and as such think that there should be a greater emphasis on the teaching of Christianity and therefore a lesser emphasis on the study of non-Christian faiths.

Apart from Christianity, two other faiths will be studied: Hinduism (Year 5), and Judaism (Year 6), for a half term block each. Hinduism will make links with the geography topic of India as a contrasting locality, and Judaism will be taught using the Passover and its connections with the Eucharist as a starting point. It is recognised that opportunities will arise within the curriculum where it will be appropriate to discuss other

religious faiths too, so that the children will have an awareness of beliefs practised across the world. During the pupil's' life at primary school they will have a thorough grounding in Christianity and they will have a reasonable knowledge and understanding of two other faiths and an awareness of other beliefs and practices too.

### The Contribution of R.E to the Spiritual, Moral, Social and Cultural Development of Pupils

Religious Education has a significant role in the development of our pupils' spiritual, moral, social and cultural development. Through their study of R.E., pupils will be encouraged to :

- Express views openly and honestly
- Listen to and evaluate opinions
- Develop their own personal values and beliefs, and respect those of others
- Value imagination, inspiration and contemplation
- Increase their knowledge, understanding of intentions, attitude and behaviour in terms of what is right and wrong
- Develop a context and vocabulary for spiritual, moral social and cultural
- Ask questions, such as:
  - Who am I and what does it mean to be me?
  - In what ways do/can I relate to others?
  - How/where can I encounter God?
  - How can I make a positive contribution to the world in which I live?
  - What values, attitudes, beliefs and behaviour are important to me?
  - What does it mean to have faith?
  - Who/what influences and inspires me?

Pupils self esteem must be enabled to grow. Teachers aim to set an example and encourage a sense of respect and consideration within the school for all members whatever their ability or position.

### R.E. and Special Needs

All children including those with special educational needs are entitled to participate in and benefit from a broad and balanced R.E. curriculum wherever possible. The scheme of work for R.E. enables teachers to provide children with SEN with opportunities to discuss, partake in and respond to topics and issues covered alongside other members of the class.

The material covered in R.E. can be made available to all children, as concepts can be explored through discussion, use of pictures and artefacts and through practical activities such as visits, video, drama and role-play. Exceptionally able children can be extended and enriched by further activities wherever possible.

### R.E. across the curriculum

There are many opportunities for linking R.E. with other curriculum areas. R.E. can be enriched with forms of dance, art, drama, ICT, music and scientific observation. These links can compliment each other and provide opportunities for broadly based work to be undertaken :

- Literacy –speaking and listening through discussion, reading and writing stories, poetry and rhymes, drama and role play
- Music – hymns and Christian songs, music from other cultures
- Technology – celebrating food, using computer programmes, tapes, videos
- Science – thinking about and looking closely at the world around us
- History – religious belief throughout the ages
- Geography – locating religious countries eg. Israel, India
- Dance – movement in response to music

A Christian spiritual dimension to the whole curriculum is essential. This will affect not only approaches to teaching, but attitudes and values in all subjects, perhaps especially science, literacy, art, music and history as well as religious education.

A powerful means of helping children develop spirituality can be the common daily life of pupils, staff and Governors in a Christian environment. Some sense of Christian love and some awareness that all members of the school family are 'children of God' should be evident amid the busyness of school life.

### Concepts, skills, attitudes and knowledge in R.E.

A variety of skills and attitudes are encouraged in order that pupils should come to appreciate fully the key elements of the nature of religion. R.E. involves the exploration and development of positive attitudes to self, others, the natural world and learning, and the promotion of personal qualities such as consideration, open-mindedness and respect for the views and ways of others.

### Concepts and attitudes :

#### Key Stage 1/Foundation Stage

- |                  |                 |                |
|------------------|-----------------|----------------|
| • awe and wonder | • sharing       | • symbolism    |
| • change         | • giving        | • ceremony     |
| • thanksgiving   | • worship       | • tradition    |
| • friendship     | • growth        | • sorrow       |
| • caring         | • promise       | • forgiveness  |
| • joy            | • love          | • prayer       |
| • specialness    | • relationships | • helping      |
| • identity       | • belonging     | • resurrection |
| • respect        | • appreciation  | • celebration  |

#### Key Stage 2 (in addition to the above)

- |                  |                 |               |
|------------------|-----------------|---------------|
| • hope           | • ritual        | • incarnation |
| • humility       | • authority     | • truth       |
| • responsibility | • service       | • trust       |
| • sacrifice      | • discipleship  | • rules       |
| • existence      | • community     | • tolerance   |
| • initiation     | • God as father |               |

### Skills

- |                  |              |                           |
|------------------|--------------|---------------------------|
| • reflection     | • empathy    | • social                  |
| • enquiry        | • reasoning  | • listening communication |
| • interpretation | • evaluation |                           |

Activities through which children may acquire knowledge and understanding :

- |             |             |            |
|-------------|-------------|------------|
| • acting    | • miming    | • singing  |
| • dancing   | • writing   | • smelling |
| • drawing   | • painting  | • talking  |
| • listening | • playing   | • tasting  |
| • looking   | • reading   |            |
| • making    | • recording |            |

## Units to be Studied

The following matrix highlights the RE units to be covered within each year group. They have been planned on a one year cycle with a particular theme to ensure continuity and progression, and to fit in with the one year programmes adopted in other curriculum subjects. Each unit is supported by Medium Term Plans, which are written for each year group throughout the school. The skills and attitudes to be developed by each unit of work are outlined separately after each Medium Term Plan.

Christmas, Easter, Church Life and God and Prayer units will be supported by materials produced by Liverpool Diocesan Board of Education. Other units may be supported by the 'First Look' series by Lois Rock, Judaism/Hinduism resources by Folens, and further resources and artefacts purchased by the RE Subject Leader.

YEAR	AUTUMN		SPRING		SUMMER	
		CHRISTMAS		EASTER		
N	Harvest/ Nursery prayers	The Christmas Story	Friendship	The Easter Story	Special People	Stories Jesus told (New Testament)
R	<b>R.1</b> I am Special <b>R.3</b> Harvest	<b>R.4</b> Births and Birthdays Christmas	<b>R.5</b> Stories Jesus heard <b>R.6</b> Stories Jesus told	<b>R.7</b> Love Easter	Special Places	<b>R.9</b> Prayer
Y 1	<b>1.2</b> God and Creation	<b>1.3</b> Gifts and Gift Bringers	<b>1.4</b> Jesus was Special	<b>1.5</b> Easter – Celebrating New Life	<b>1.6</b> Saints and Followers <b>1.7</b> Baptism (Non – Christian faith link.)	<b>S.13</b> Multi-Cultural Christianity
Y 2	<b>1.1</b> Harvest Around the World (Non – Christian faith link.)	<b>2.2</b> Good News and News Bringers	<b>2.3</b> Jesus – friend to everyone	<b>2.4</b> Easter - Celebration and Symbols	<b>2.5</b> The Church	<b>2.1</b> The Bible
Y 3	<b>3.1</b> The Old Testament – Called by God	<b>3.2</b> God with us	<b>3.3</b> Jesus – The man who changed lives	<b>3.4</b> Joy Sadness Joy	<b>3.5</b> Rules for living (Non – Christian faith link.)	<b>2.7</b> Ascension and Pentecost

Y 4	<b>4.6</b> Prayer <b>S2</b> The Lord's Prayer	<b>4.2</b> Light	<b>4.3</b> Jesus the Son of God (Non – Christian faith link.)	<b>4.4</b> Betrayal and trust	<b>4.5</b> The Church Year/The Wider church	<b>4.1</b> David and the Psalms
Y 5	<b>5.1</b> The Bible	<b>5.2</b> The Gospels of Luke & Matthew	Hinduism	<b>5.4</b> Victory	<b>5.3</b> Jesus – Teacher	<b>5.5</b> Women in the OT (Non – Christian faith link.)
Y 6	<b>6.1</b> Life as a Journey	<b>6.2</b> Advent	<b>6.6</b> Ideas about God	<b>6.4</b> Easter -Who was Jesus?	<b>6.3</b> The Eucharist and Passover	Judaism

### 7. Teachers and the Planning of RE - the Role of the class teacher.

The role of the class teacher is vital to the successful planning and teaching of RE to children throughout the school. The class teacher working with other members of his/her team is responsible for the planning, teaching and assessment of RE in his/her classroom. Planning allows pupils to experience both individual, group and class activities. The balance of these modes of learning will rest with the class teacher. Books will be used to record the children's work - the type used is to be agreed upon by each team according to the need i.e. lined / plain. It is recognised that some practical work in RE, especially discussion, drama and song, will be non-recordable at all ages.

Marking should be done by the class teacher and should be kept up to date. It should be positive, constructive and non-judgemental, as it is recognised that some of the work done in RE will be based on personal thoughts, feelings and opinions which cannot always be assessed as "right" or "wrong". Marking will be done with the child, whenever possible, in accordance with the school marking policy. Marking in RE will aim to promote further learning through questioning, encouraging the children to articulate and apply progress in their understanding.

It is our aim that the quality of RE teaching will be of a high standard, and that teachers will:

- aim to ensure pupils understand the purpose of tasks set.
- provide opportunities for pupils to voice their own questions and concerns.
- provide opportunities for pupils to discuss their own beliefs and values.
- create an atmosphere where the views of pupils are treated seriously.
- provide appropriate activities for the range of ability within the class.
- provide regular opportunities for reflection.
- engage pupils' interest with a range of stimuli such as visits, visitors, video, posters, pictures, artefacts etc.
- use a variety of opportunities for creative responses such as through drama, imaginative writing and poetry, creative activities and role play.
- provide opportunities for pupils to undertake research and enquiry.
- seek to provide opportunities for pupils' spiritual development.

- use a variety of appropriate teaching styles.
- plan the lesson well.

Religious Education in our school will benefit from the fact that the school belongs to a worshipping and serving Christian community. RE will be taught in a variety of ways in explicit, discrete units, as a whole school theme, through implicitly religious themes and through cross curricular work which has good potential for exploring significant religious and moral issues.

In order to deliver the RE Curriculum, the Dearing report recommends a minimum of 5% of curriculum time should be allocated to RE. This excludes time given to statutory collective worship which is an additional daily requirement.

### Assessment of children and records of progress

In order to maintain progression and consistency in RE, it is essential that a system for assessment is in place so that standards of achievement in RE will rise. Teacher assessment plays an important role in Religious Education, and will act as a basis for the annual written report to parents/carers in RE. The children will be encouraged to self-assess at the end of each unit, using a simple 'traffic light' system – with green signifying sound understanding, amber a growing understanding and red a need for more input.

Not all aspects of RE are assessable. For example, the personal views, emotions and attitudes of pupils are not assessable and it would be intrusive to attempt to do so. However, the extent to which children demonstrate that they are developing the skills of reflection, evaluation, analysis, empathy, understanding and enquiry is assessable. We are not assessing the child's opinion, but how well that opinion is expressed.

The assessment guidelines set out in the syllabus are based around the two attainment targets from the Model Syllabuses – 'AT1 Learning about Religions' and 'AT2 Learning from Religion'. The Medium Term Plans will include assessment opportunities for each unit to be taught. Assessing a child's knowledge about religion is not difficult and can be done through written work, discussion, observation, creative work or tests. We recognise that to assess what a child has learnt from religion is more difficult. (This is expanded further in the assessment section of the syllabus).

Staff will moderate work on a regular basis.

### Key resources for RE

The resources for RE are located in the RE resource cupboard in the Upper School department. There is a copy of The Bible located in each classroom.

The school also makes use of its links with St. Michael's and St. Bartholomew's churches and their clergy for visits and talks as appropriate to the scheme of work. Other people from different denominations and faiths will be invited to the school as required.

### Monitoring the Implementation of RE

The RE co-ordinator has the responsibility to co-ordinate the RE policy in the school under the direction of the Headteacher.

## The Role of the Subject Leader

1. To develop a whole school RE Policy and scheme of work in consultation with the staff, Headteacher and Governors.
2. To develop, with the whole staff, procedures for record keeping based on the scheme of work.
3. To work closely with the assessment co-ordinator and other colleagues.
4. To organise resources, in terms of those needed in each classroom, those needed centrally, those which need ordering and those which are perhaps under-used due to lack of experience and knowledge. To keep an up to date inventory of resources.
5. To provide INSET for colleagues. To liaise with colleagues and offer support where necessary.
6. To build positive attitudes towards RE.
7. To keep abreast of new publications, ideas, developments, courses etc. and enlighten colleagues of these developments.
8. To be aware of the Special Educational Needs of children, both high and low achievers.
9. To encourage the display of RE work within the school.
10. To encourage parental involvement.
11. To encourage cross - curricular links.
12. To encourage the use of information technology throughout the age range.
13. To liaise with other RE, co-ordinators in neighbouring schools - to keep in contact with LEA support and to enhance personal development.
14. To ensure all aspects of equal opportunities are developed, where appropriate, in the teaching of RE.
15. To co-ordinate standards throughout the school, and monitor all aspects of the school RE policy.

## Staff Development

The RE subject leader's role is to

- a) provide or arrange school based in-service training for members of staff as appropriate.
- b) encourage members of staff to attend RE courses run by the authority and other agencies in order to develop their expertise and widen their knowledge.
- c) liaise with colleagues and offer support to those lacking in confidence, by creating opportunities to work alongside them and provide support for new staff, NQTs and supply teachers.

## Appendix

### The Legal Requirements for Religious Education

#### The Legal Requirements for Religious Education

##### Legal requirements

Religious Education in church schools is governed by both the 1944 and 1983 Education Acts as well as by the Trust Deed of the School. The legislation requires Religious Education to be provided for all pupils. The type of RE provided must be in accordance with the Trust Deed. If the Trust Deed is lost or does not make provision, RE must be in line with the practice observed in the school before it became a Voluntary Aided School. Therefore, RE in our voluntary Aided School has to be in accordance with the beliefs and traditions of the Church of England.

##### Parental rights of withdrawal

Parents/carers can withdraw their children from religious Education, and this provision must be indicated in the school prospectus. However, the Blackburn Board of Education suggests that the Governors equally make clear their expectations that pupils enrolled in the school will take a full part in the religious activities of the school community. An appropriate form of words might be:

"The Worship and religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from worship and /or religious Education cannot insulate pupils from the Religious life of the school."

##### Governors' Responsibilities

The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school, though it has to be in accordance with the Trust Deed. A Diocesan syllabus can only be advisory until a Governing Body adopts it , either in whole or in part. Governing Bodies are free to adopt another syllabus or to draw up their own.

##### Teachers' Rights

Governors of Aided Schools have the right to appoint teachers sympathetic to the Aims and Trust Deed of the school, and who would be willing to participate in worship and provide religious Education as agreed by the Governors. The Governors also have the right -to dismiss a teacher on the grounds that he or she "has failed to give such

instruction efficiently or suitably". When a teacher agrees to work for an Aided School and signs a contract to this effect with the Governors of the school, then the teacher agrees to deliver Religious Education and participate in Collective Worship on the basis as laid down by the Governors. This means further that in accepting such a post, a teacher forgoes the right to withdraw from Religious Education or the provision of collective Worship.

### Complaints about the provision of Religious Education

It is hoped that any complaint will be resolved informally by the Headteacher, in consultation with the Governors, and possibly with advice from the Diocese or District. However, if the complaint is not satisfactorily resolved, then formal procedures come into play and the matter will be adjudicated by a specially constituted sub-committee of the Diocesan Board of Education acting on behalf of the Bishop of the Diocese.

### Collective Worship

The 1988 Education Act requires schools to hold an act of worship (not an "assembly") every day. It does not have to be held for the whole school together but can be carried out in groups. It must be wholly or mainly of a broadly Christian nature. Although RE and acts of collective worship are separate activities, their subject matter may be interconnected. Collective worship and assembly are distinct activities, although they may take place as part of the same gathering.