



Religious Education Policy



***Northumberland
County Council***

Presented to Governors May 2017. Ratified Summer Term 2017

Tritlington Church of England First School

RELIGIOUS EDUCATION POLICY

(ICTHUS SYMBOL WITH THREE CORE VALUE WORDS)

Ethos

Reflecting the Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.
The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

These values include love, caring, sharing, forgiveness, tolerance, perseverance and goodwill to all people.

We aim to ensure everyone reaches their full potential by providing an education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others

Aims of the School

- ❖ To promote the development of basic skills within a broad and balanced curriculum.
- ❖ To foster the growth and potential of the whole child within a positive Christian ethos where all children irrespective of gender, race, creed, social background and ability can develop to be the best people they can be.
- ❖ To ensure children are equipped with the knowledge, skills and understanding that will enable them to take their place in the world.

Rationale

Religious education in church schools is governed by the 1944 and 1988 Education Acts as well as by the Trust Deeds of the school. Therefore Religious Education in the school has to be in accordance with the beliefs and traditions of the Church of England.

At Tritlington Church of England First School the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deeds. Children will also study other world faiths during their time at the school.

Statement of Aims for Religious Education

Within the context of a church school, Religious Education will support children and young people in developing their own beliefs, values and attitudes through an exploration of shared human experience with respect and understanding of other faiths.

We Aim To:

Explore Shared Human Experiences

- ❖ The exploration of religious experiences developing and fostering a caring attitude and a sense of wonder towards creation.
- ❖ An exploration of gospel values e.g. truth, love, goodness.
- ❖ An exploration of religious questions about life e.g. death, suffering.
- ❖ Ability to relate religious beliefs to a pupil's own experiences of life.
- ❖ Ability to communicate to other people – thoughts, feelings, responses.

To Develop Pupils Own Beliefs, Values and Attitudes

- ❖ Own search for meaning and purpose of life.
- ❖ To establish a set of values to live by.
- ❖ To develop attitudes of care and concern, respect and tolerance towards others.
- ❖ Exploration of their own religious beliefs and insights.
- ❖ To acquire the ability to use religious language and imagery.

To Know the Place and Significance of Christianity and Other Religions in the Contemporary World.

- ❖ The acquisition of general knowledge of the subject matter and key figures of Christianity e.g., Jesus, Church History, Life and Festivals.
- ❖ A general knowledge of the central beliefs of Christianity.
- ❖ To have some knowledge and appropriate understanding of other world faiths: Judaism and Islam in particular.
- ❖ To acquire an understanding that Christians ...
 - Believe that there are ultimate values in life.
 - There are ways of living.

To Experience Christianity as a Living Faith

- ❖ To study Christianity within a faith setting.
- ❖ To experience a Christian ethos expressed through the attitudes, relationships, values, visual symbols and Christian observances of the school.
- ❖ The experience of Church Life.
- ❖ To take part in and reflect upon the yearly cycle of Christian Festivals and Seasons
- ❖ To take part in a daily act of prayer and worship. (see Collective Worship policy)

The Distinctive Content of Tritlington Church of England First School

- ❖ Opportunities to explore the experiences of the Church's year.
- ❖ Study of the story of the local Christian community with its saints
- ❖ Visits to places of worship, especially the local parish church, Brinkburn Priory and Newcastle Cathedral, to develop the understanding of the Church as a living community.
- ❖ Support for the pupils in using religious language.
- ❖ Bibles, prayer books, Christian and other faith artefacts to further promote children's independent learning.
- ❖ Encouragement of mutual respect based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear or ridicule.

RE and Early Years Foundation Stage

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. We believe it contributes to personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development.

Key Stage 1 and Key Stage 2

We use the Religious Education Syllabus for Church Schools produced for schools by the Diocese of Durham and Newcastle in consultation with Blackburn Diocesan Board of Education. We have agreed that Christianity will form the majority study (KS1 – 2 at least 2/3 Christianity).

Religious Education is taught using themes and cross – curricular topics referring to the syllabus, as and when appropriate and there will be provision for SEN children to access the curriculum. There is appropriate teaching about other faiths and world views

Diocesan guidelines are that approximately 5% of curriculum time should be devoted to R.E. This is supported by worship, RE days in school, visitors and celebrations such as Easter, Christmas, and other faith festivals in the yearly calendar. Christianity is central to the teaching of R.E. taking up 80% of the available time.

The children take part in a daily act of Worship and it may be that elements of the syllabus are delivered via Worship.

Gifted and Talented/ SEN provision

RE teaching takes into account the learning styles, interests and abilities of all our pupils. Tasks are suitably differentiated and open ended to enable all children to participate and succeed. Children are encouraged to use a variety of methods to record their work, for example photographs, post it notes of conversations and so on.

Pupils' Spiritual, Moral Social and Cultural development.

RE makes a significant contribution to this area of children's learning.

- ❖ Spiritual development within RE in our school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.
- ❖ Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.
- ❖ Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.
- ❖ Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

Assessment and Record Keeping

Assessment is an integral part of teaching and learning. There is a separate policy on assessment, marking and record keeping. Assessment in RE was carried out using the 8 point scale to track progression in RE throughout the school in the two Attainment targets for RE. Work is moderated by staff at least once each term – in 2016- 2017 the focus has been on presentation skills

In line with the school policy on assessment and monitoring, we follow guidance on RE assessment for each unit of study in the syllabus. It is expected that each teacher will be responsible for the regular assessment of the pupils using the recommended opportunities for assessment in each unit. Assessment tasks track progress in Learning about Religion and Learning from Religion. From Easter 2017, we are beginning to implement KWL grids to assess knowledge of a subject before and after the unit, asking children what they have learnt, what the meaning is and what the significance is for today and in their lives. Learning objectives are shared with the children at the start of a lesson and children are invited to explore key questions and Christian values for each unit.

Resources

Resources for the teaching of Religious Education include;

- ❖ Blackburn Diocesan Materials
- ❖ CEM materials
- ❖ Books and magazines e.g., Cracking R.E.
- ❖ Denominational artefacts and posters
- ❖ Chatter Boxes for younger children

We can also access:

- ❖ The Resources Centre can be accessed online
<http://www.resourcescentreonline.co.uk/> or visited at:- Church House St. John's Terrace Percy Main North Shields Tyne and Wear. NE29 6HS
- ❖ The library
- ❖ Hebron Church and Brinkburn Priory.
- ❖ Human resources where we have parish visitors and various speakers.

Reporting to Parents

On an annual basis, the school reports to parents on attainment and progress in RE based on teacher assessment.

Parental Rights of Withdrawal

Parents have a statutory right to withdraw their child from all or part of collective worship and R.E. although this cannot insulate them from the religious life of the school.

The Head teacher should be notified in writing if parents wish to exercise this right

Complaints about the Provision of Religious Education

It is hoped that any complaint will be resolved informally by the Head teacher in consultation with the Governors, and possibly with advice from the Diocese.

However, if the complaint is not satisfactorily resolved 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.

The RE Coordinator

The subject leader monitors RE within the school through analysis of assessment data and work sampling e.g. observations and discussions with staff, pupils and parents

In-Service Training and Staff Development

The R.E. subject leader attends in-service training courses. Materials and relevant ideas are then disseminated amongst the staff. Other staff members also attend courses if possible..

Monitoring

The quality and content of Religious Education will be reviewed annually and additional units will be added when there are changes in the mixed age group classes. This policy will be reviewed every three years, unless curriculum developments require revision sooner

The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the School community.

This policy links with: Collective worship, Personal, Social and Health Education (PSHE),