



**Moordown St John's CE Primary School**

# **Policy for Religious Education**

**"A Christian community where commitment  
to educational excellence changes lives"**

**Article 14** - Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Date Approved & Signature of Chair of Governors *Simon Cull* 24/03/15

Review Date: September 2017

**A copy of this policy in large print is available on request  
from the school office**

# Moordown St John's CE VA Primary School

## Religious Education Policy

### **RATIONALE**

As a Church of England Primary School we seek to further the work of Christ by expecting, nurturing and demonstrating the Fruits of the Spirit (Galatians 5) in our day to day lives. The Fruits of the Spirit include Love, Joy, Peace, Goodness, Kindness, Patience, Gentleness, Faithfulness and Self-Control.

We believe that all pupils, staff, parents and governors are part of a community of learning, where standards and expectations are high and there is a real purpose in being part of the family of Christ.

At Moordown St. Johns we aim to honour and fulfil the United Nations Convention on the Rights of the Child.

'Rights' are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a situation, and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

This policy refers directly to the following articles:

### **Article 14**

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

### **S U C C E S S**

SUCCESS (Skills, Understanding, Creativity, Curiosity, Enjoyment, Spirituality, Security) is at the centre of our school's ethos and identity

**S** – **Skills** that embed knowledge for a life full of learning and healthy relationships.

**U** – **Understanding** how knowledge and concepts can be applied and built upon to achieve deep learning

**C** – **Creativity** to use skills and knowledge imaginatively to express oneself and solve problems.

**C** – **Curiosity** to explore, investigate and understand the world

**E** – **Enjoyment** of life and of learning.

**S** – **Spirituality** where faith is nourished, respected, challenged and lived.

**S** – **Security** in themselves and who they are to reach their full potential.



## **Aims and objectives**

At our school we aim to provide a rich and varied learning experience that can allow children to develop their skills and abilities to their full potential.

In line with SUCCESS, our RE aims to:

- Provoke challenging questions about the meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- Develop pupils' knowledge and understanding of Christianity and other principal religions.
- Encourage pupils to develop their sense of identity and belonging
- Encourage pupils to learn from different religions whilst exploring their own beliefs
- Promote opportunities to share and value religious beliefs
- Seek to make a major contribution to our pupils' spiritual development
- Offer opportunities for personal reflection
- Encourage pupils to think deeply and appreciate times of stillness and silence
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and communicate their responses
- Prepare children for adult life, employment and lifelong learning. Enabling them to develop respect and empathy for, and sensitivity to others, in particular those whose faiths are different to their own
- Encourage the children to become Religiously literate
- Inspire children with a sense of awe and wonder by making lessons creative with a range of teaching strategies and activities, e.g. through role play, responding to art, craft, visitors, animation, food, debates, videos, picture sequencing etc.

## **Outline of Moordown St. Johns Religious Education Skills Progression**

Moordown St Johns is a C of E VA Primary school. We deliver RE in line with the Locally Agreed Syllabus – EnquiRE Within. We use the Discovery RE programme as our scheme of work, supplemented with additional material on Harvest and Pentecost taught at the appropriate time of the year. Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

## Foundation Stage

Autumn	
What is sharing important?	Christianity (Harvest)
What is Christmas?	Christianity (Christmas)
Spring	
What is Easter?	Christianity (Easter)
Summer	
How is fire powerful like God?	Christianity (Pentecost)
Optional Timing	
What makes people special?	Christianity and Judaism
How do people celebrate?	Islam and Judaism
What can be learn from stories?	Buddhism, Christianity, Islam, Hinduism and Sikhism
What makes places special?	Christianity, Islam and Judaism

## Year 1

Autumn	
What is the best gift I have been given and why?	Christianity (Harvest)
What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	Christianity (Christmas)
Spring	
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity (Easter)
Summer	
What power would I like to have?	Christianity (Pentecost)
Optional Timing	
Does God want Christians to look after the world?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Optional Timing	
Is Shabbat important to Jewish children?	Judaism
Does celebrating Chanukah make Jewish children feel closer to God?	Judaism

## Year 2

Autumn	
What am I most thankful for and why?	Christianity (Harvest)
Why did God give Jesus to the World?	Christianity (Christmas)
Spring	
Is it true that Jesus came back to life again?	Christianity (Easter)
Summer	
How might the gifts of the Holy Spirit have helped Jesus' friends? (7 gifts of Holy Spirit)	Christianity (Pentecost)
Optional Timing	
Is it possible to be kind to everyone all of the time?	Christianity
Optional Timing	
Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Islam
Does going to the Mosque give Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

## Year 3

Autumn	
Is taking care of the world a shared responsibility?	Christianity (Harvest)
Has Christmas lost its true meaning?	Christianity (Christmas)
Spring	
What is 'good' about Good Friday?	Christianity (Easter)
Summer	
What is your idea of heaven and why?	Christianity (Pentecost)
Optional Timing	
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
Optional Timing	
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
How can Brahman be everywhere and in everything?	Hinduism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism

## Year 4

Autumn	
How does a belief in God as creator affect our response in caring for the world?	Christianity (Harvest)
What is the most significant part of the nativity story for Christians today?	Christianity (Christmas)
Spring	
Is forgiveness always possible?	Christianity (Easter)
Summer	
What is the meaning of the symbols associated with Pentecost/Ascension?	Christianity (Pentecost)
Optional Timing	
Do people need to go to church to show they are Christians?	Christianity
Optional Timing	
How special is the relationship Jews have with God?	Judaism
How important is it for Jewish people to do what God asks them to do?	Judaism
What is the best way for a Jew to show commitment to God?	Judaism

## Year 5

Autumn	
*Can you describe your own beliefs about how the world began and how this affects your response to caring for it?	Christianity (Harvest)
Is the Christmas story true?	Christianity (Christmas)
Spring	
Did God intend Jesus to be crucified and if so was Jesus aware of this?	Christianity (Easter)
Summer	
Can you describe how Peter's experience affected his actions?	Christianity (Pentecost)
Optional Timing	
What is the best way for a Christian to show commitment to God?	Christianity
Optional Timing	
What is the best way for a Muslim to show commitment to God?	Islam
Does belief in Akhirah (life after death) help Muslims lead good lives?	Islam

## Year 6

Autumn	
Can you suggest how our environmental actions today might affect the future?	Christianity (Harvest)
How significant is it that Mary was Jesus' mother?	Christianity (Christmas)
Spring	
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity (Easter)
Summer	
Can you explain some of the difficulties Peter had in sharing the message of the Early Church and how he overcame them?	Christianity (Pentecost)
Optional Timing	
Is anything ever eternal?	Christianity
Optional Timing	
How far would a Sikh go for his/her religion?	Sikhism
Are Sikh stories important today?	Sikhism
What is the best way for a Sikh to show commitment to God?	Sikhism

### Teaching and Learning in Religious Education

Religious Education is based on the two Attainment Targets and our teaching and learning demonstrates a balance of these:

- Attainment Target 1: Learning **about** religion
- Attainment target 2: Learning **from** religion

#### Learning about religion (AT1)

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

#### Learning from religion (AT2)

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

## **Inclusion in Religious Education**

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level exemplars for the full range likely for that age group, allowing children to evidence levels from L1 to L5.

## **Assessment, recording and reporting**

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level. Each enquiry has assessment levels and exemplars based on the current nationally agreed levels. The built in assessment record sheets are attached to the front of the children's books and are highlighted after each unit to show which level in AT1 and AT2 they have achieved (see appendices).

To support the teacher in tracking each child's progress throughout the year, they complete an assessment tracker (Toolkit) for each enquiry (once a term) to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

We report to parents yearly (minimum) on progress in Religious Education, through our termly reports.

## **Monitoring**

Termly work is scrutinised by the Curriculum Leader to ensure children are being taught at the appropriate level and standard at least twice a year. Observations are also made twice a year by the Curriculum Leader, RE Governor and a member of SLT in all classes to further improve provision of RE.

## **Legal Requirements**

It is a legal requirement that a minimum of 5% of the curriculum timetable be devoted to Religious Education.

Parents have the legal right to withdraw their children from all or part of the Religious Education curriculum.

## **Policy Review**

Having been carefully considered by the Governing Body's Curriculum Committee at its meeting on 17 March 2015, this policy has been ratified by the Full Governing Body at its meeting on 24 March 2015.

It is customary at this school to formally review all school policies after an interval of three years. In the case of this policy, this would take place during September 2017. However, this will be brought forward, should changes in protocol be recommended by either the Local Authority or the Diocese.

Signed: Nina Laing  
**Chair, Curriculum Committee**

Date: 24/03/15