

KEMBLE PRIMARY & SIDDINGTON CE PRIMARY SCHOOLS



Our vision is – ‘To have fun, do our very best, and look after everyone in a caring, **Christian,** community’.

Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, everyone is then enabled to have fun and to do their very best.'

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action.

We aim for our children to flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.

RELIGIOUS EDUCATION POLICY

Member of staff responsible	Mrs Felicity Dawson
Governor responsible	Rev Jennifer McKenzie
Committee responsible	Ethos
Date agreed with staff	July 2018
Date agreed at Sub-Committee	
Date approved at Local Governing Body	4.7.18
Frequency of policy review	3 yearly
Date next review due	June 21
Statutory Policy	Yes

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	June 15	New Policy
2	July 2018	Policy alterations New syllabus

Siddington C of E and Kemble Primary School Religious Education Policy

Introduction:

Religious Education (RE) is central to the purpose of both Siddington CE and Kemble Primary Schools. Because Siddington is a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

Ofsted 2013 RE: realising the potential wrote RE makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enhancing. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned arguments, and helps pupils to understand the place of religion and belief in the modern world”.

This fits in with our schools ethos of ensuring that the children are well rounded individuals who strive to uphold our school values of respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness

RE in Siddington CE and Kemble Primary Schools explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of these schools to preach to or seek to convert children. Values education permeates the RE curriculum at Siddington CE and Kemble Primary Schools.

Aims:

At these schools, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. As set out in the Gloucestershire Agreed Syllabus 2017, ‘The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.’

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
- understand how belief may impact on culture, relationships, values and lifestyle.
- understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
- be supported in their own search for meaning and purpose in life.
- develop a sense of awe, wonder and mystery.
- explore concepts love, forgiveness and sacrifice.
- develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis
- develop attitudes of respect, sensitivity, open mindedness and self- esteem.

At Siddington CE and Kemble Primary Schools we adopt the Gloucestershire Agreed syllabus which is supported by the use of the Understanding Christianity resources. Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of Siddington CE

and Kemble Primary Schools we would ask parents to discuss with the Head teacher any reasons they might have for doing this. Together we will explore any concerns and discuss any impact that withdrawal might have on the child. Parents will be made aware of the learning objectives and what is covered in the RE curriculum.

Teaching and Learning

The Gloucestershire Agreed Syllabus and Understanding Christianity use an enquiry based approach to deepen the children's knowledge about religions and strengthen their religious literacy. Each unit focuses on one religion at a time, seeking to deepen understanding. In each year, there are also thematic units which draw together ideas encouraging comparison of religions, beliefs and practices. All units use a teaching and learning approach underpinned by three core elements which set the context for open exploration of religious beliefs and non-religious worldviews. These are:

- Making sense of Belief – Identifying and making sense of the core beliefs and concepts of religions and non-religious worldviews. Understanding what these beliefs mean for those who follow them and exploring religious texts to understand why they are used, expressed and interpreted in different ways.
- Understanding the impact- exploring how and why people put their beliefs into action within their everyday lives and the way they interact with those around them and the wider world.
- Making Connections- Evaluating and reflecting on the beliefs and practices studied to allow pupils to challenge them and encouraging the children to make connections between these beliefs, the children's own lives and how it may help them to develop an understanding of the world.

These three elements are used to explore big questions (for example, why does Christmas matter to Christians? What does it mean to be a Muslim in Britain today?).

By following The Gloucestershire Agreed Syllabus we intend that Religious Education will:

- Develops pupils' knowledge and understanding of Christianity, other principal religions, religious traditions and non-religious world-views that through examining these questions help to foster personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious). In the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics and interaction; and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice.
- Promote pupils to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Nurture children's own spiritual development.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.

This approach acknowledges that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather inform and develop the skills with which evaluation can take place.

All units of work have clear learning outcomes, based on the appropriate expectations/levels as set out in the RE syllabus. The Gloucestershire Agreed Syllabus helps to ensure that there is continuity and progression for pupils and a chance to explore a range of religious beliefs and non-religious world views. Due to mixed-age classes, the units will be taught on a two year rolling cycle to ensure that over two years children will have been taught the correct units for their age group.

Assessment:

Teachers ensure children are making progress with their learning throughout RE. To support teacher judgments on pupil progress and attainment in RE we will assess the children against the end of unit outcomes provided in the Gloucester Agreed Syllabus. Progress will be tracked and recorded termly. The children's RE books, class books, quotes, records of discussions and annotations on planning documents, will provide evidence to support assessment data. An overview sheet will be completed for each unit to record the progress of the whole class. Notes will be added to provide insight into areas they may need to address in later units or may have had an impact on the assessment.

Progress in RE will form part of pupils' annual report to parents.

RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have a right to differing opinions. At Siddington as a church school staff ensure that the Christian ethos of the school is upheld whilst still respecting the beliefs and views of others.

Whenever possible a range of visitors will be invited to support the teaching of RE, and there will be planned visits to places of worship.

In Siddington CE and Kemble Primary Schools the beliefs belonging to each faith group taught in RE at each Key Stage are:

- EYFS: Christians with comparison to others through thematic units.
- KS1: Christians, Jews and Muslims.
- KS2: Christians, Jews, Muslims and Hindus

RE is a core subject of the curriculum and therefore will be allocated 1 hour per week for teaching time (at least 36 hours per year for EYFS and KS1 and 45 hours per year for KS2). This may be taught in weekly sessions or blocked into RE days.

The role of the Subject Leader:

To ensure that the standards of attainment and progress remains at least good striving towards outstanding

To support and monitor the subject through observations and discussions with teachers, monitoring books and planning, pupil conferencing and other evidence of work such as displays.

Ensure that her subject knowledge and expertise are kept up to date by means of regular training.

Ensure that staff receive adequate training in the teaching and assessment of RE.

Monitoring of assessments to ensure progression throughout the school

Regularly monitor the quality of RE teaching across the school.

Liaise with the governor who holds responsibility for RE and report regularly to the governing body on progress and attainment in RE.

The RE subject leader and head teacher will ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

The RE subject leader will be a member of the Ethos committee (Siddington C of E Primary only).