



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

RELIGIOUS EDUCATION POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

Last Reviewed	Autumn Term 2022
Next Review Due	Autumn Term 2024

Other policies and procedures

- Collective Worship

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

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Purpose of RE

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2019-2024.

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

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RE curriculum

In school, the curriculum is based on a combination of Understanding Christianity and the Local Agreed Syllabus for West Yorkshire. An overview of the RE curriculum is available on the school website.

Understanding Christianity has the three aims for pupils:

- A) To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- B) To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- C) To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

The Local Agreed Syllabus for West Yorkshire, produced by SACRE for teaching from September 2019, has three aims for pupils:

- A. To know about and understand a range of religions and other world views;
- B. To express ideas and insights about questions of beliefs and meaning;
- C. To investigate and respond to important questions for individuals and the wider community.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. At Key Stage 2, teaching and learning should be extended to include Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. Other faiths will be studied alongside the core religions and pupils will additionally study Hinduism and Buddhism systematically at secondary level. As a Church of England School Christianity forms at least 50% of the syllabus of Religious Education.

To support delivery of the syllabus, we plan our lessons around the units of work provided to support it.

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Achievement and Progress

We assess progress of pupils against the end of key stage statements in the syllabus.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We will report to parents on individual pupils' achievement relative to the end of key stage statements in at least years 2 and 6 or when a pupil leaves school.

RE lessons

RE is timetabled so that pupils are provided with the equivalent of 1 hour of RE each week, with focus (drop down) days and weeks.

Lessons are normally taught by the class teacher or HLTA. The school has an RE coordinator who supports and monitors the subject.

The place of RE in our school

There is a strong commitment to a shared Christian vision for the school. This has embedded Christian values so that they actively contribute to the school as a whole.

Withdrawal from RE

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

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Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher.

Assessment in RE Policy

Assessment rationale

Assessment in R.E. forms an integral part of teaching and learning and is not a 'bolt on' activity completed at the end of a topic. It is not possible or appropriate to assess all aspects of pupils' work in R.E. It is inappropriate to make judgments about pupils' personal beliefs, opinions and reflections. It is however possible to assess progress in the development of knowledge, understanding and skills.

Assessment enables teachers to gather information about pupil learning and progress. Class teachers assess children against the learning outcomes for lessons and this informs future planning. At least once per term a planned learning activity will be identified as a specific assessment opportunity. These activities use a wide range of methods, e.g. observation, listening to pupils, questioning, setting tasks which require the use of key R.E. skills, written tasks, discussion, self and peer assessment activities.

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.

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- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

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Key Skills to Assess in RE

Investigate

- Ask relevant questions;
- Know how to use different sources to gather information.

Interpret

- Draw meaning from artefacts, symbols, stories, works of art and poetry;
- Suggest meanings of religious texts.

Reflect

- Ponder on feelings, relationships, experience, ultimate questions, beliefs and practices.

Evaluate

- Refer to different views and use reason to support own ideas;
- Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Empathise

- Consider the thoughts, feelings, experiences, beliefs, values of others;
- See the world through someone else's eyes;
- Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.

Analyse

- Draw out essential ideas and distinguish between opinion, belief and fact;
- Distinguish between key features of different faiths.

Synthesise

- Make connections between ideas and different aspects of religions in a coherent pattern;
- Connect different aspects of life into a meaningful whole.

Apply

- Apply what has been learnt about beliefs and values to a new situation.

Express

- Explain concepts, rituals and practices;
- Articulate matters of deep conviction and concern by a variety of means – not only through words;
- Respond to religious issues through a variety of media.

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Discern

- Identify the significance of what has been learnt for their own lives;
- Develop insight into personal experience and religion;
- Explore the positive and negative aspects of religious and secular beliefs and ways of living.

I Can Statements

Key Stage 1

- I can say why I'm special and why some people are special to me.
- I can describe things that make me happy or sad.
- I can ask some questions about the topic I am studying.
- I can describe the life of a famous religious person, such as a founder of religion or a saint.
- I can re-tell stories from the holy books of different religions.
- I can re-tell stories with a meaning, such as a parable or fable.
- I can describe what happens during a religious festival.
- I can describe some special things or places and say why they are important to me or other people.
- I can describe the home life of people from different faiths, including home worship.
- I can describe some important religious artefacts.
- I can describe the special clothes worn by people from different faiths.
- I can describe some of the food eaten by people of different religious faiths.
- I can describe some special signs that show people belong to a group or religion.
- I can describe some symbols, such as light or water and say why they are important.
- I can express my feelings about a celebration.
- I can describe how I feel about the beauty of the Creation.
- I can re-tell Creation stories from different cultures.
- I can think about the times I need to say thank you or sorry.
- I can say thank you or sorry to God by writing or saying a prayer.

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Key Stage 2

- I can ask questions about the beliefs held by different people.
- I can say why I am special and why some people are special to me.
- I can describe important events and ceremonies in my life and in the lives of people from different religions (rites of passage)
- I can describe how some of the world religions were started and the teachings of their founders.
- I can describe what happens during different religious festivals and their significance to people who celebrate them.
- I can describe some of the different rules or beliefs that are important to different religious faiths.
- I can re-tell stories from the holy books/ texts or traditions of different religions and describe the themes.
- I can re-tell stories with a meaning, such as the parables of Jesus, and discuss their implications for our own lives.
- I can describe how different artefacts are important in supporting acts of religious worship and may help people to pray.
- I can describe some symbols like light, colour or water and say why they are important in different religions.
- I can discuss the special signs and symbols that show people belong to a particular religious faith.
- I can describe some special places, such as building where religious worship takes place, and say what takes happens there.
- I can talk about the importance of pilgrimage to people of different faiths.
- I can express my awe and wonder at the beauty of the Creation.
- I can express how a painting or piece of music makes me feel.
- I can write a prayer to express my feelings.
- I can discuss the differing views people have of God and religious worship.
- I can discuss the moral basis of some religious beliefs.
- I can discuss varying ideas about the Creation

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