



“Developing confident children through creativity and choice within a Christian community”



# Huxley C.E. & Utkinton St. Paul's C.E.

## Primary Schools

### Religious Education Policy

“Enabling every child to fulfil his/her potential in a nurturing Christian environment”

#### **Purpose**

Religious Education should help pupils to (as taken from the RE strand of the 2018 SIAMS Evaluation Schedule):

- Pupils are inspired by RE and recognise it as a challenging but safe space to explore their own and others’ religious, spiritual and philosophical convictions critically and responsibly.
- Pupils confidently give age appropriate theologically, philosophically and sociologically informed accounts of Christianity and other religious traditions.
- Pupils have significant opportunities to engage in dialogue with a range of religions and worldviews. They give age appropriate evaluative accounts of the continuing role of religion in contemporary British and global society.
- Aspire to tolerance.
- RE leaders in the school are recognised as actively involved in leading innovation within school/academy structures and at local, regional, or even national level.

#### **Agreed Procedure**

##### **Planning & Teaching**

- Religious Education follows the ‘Agreed Syllabus for Religious Education’, 2013.
- In Key Stage 1, children are expected to have 36 hours of religious education each year (e.g. 50 minutes per week). However, this may be done in blocks of time or in a cross-curricular way according to the topic.
- In Key Stage 2, children are expected to have 45 hours of religious education each year (e.g. 60 minutes per week). However, this may be done in blocks of time or in a cross-curricular way according to the topic
- Due to mixed-age classes, RE long-term planning is on a three year rolling programme in the Infants and two year rolling programme in the Juniors: Years 3/4 and Years 5/6 (see Appendix 1), and each religion is allotted the amount of time below:

<b>Reception:</b> Christianity	<b>Key Stage 2 (Years 3 &amp; 4):</b> Christianity 3 Terms Islam 2 Terms Sikhism 1 Term
<b>Key Stage 1:</b> Christianity 5 Terms Judaism 1 Term	<b>Key Stage 2 (Years 5 &amp; 6):</b> Christianity 3 Terms Islam 1 Term Judaism 1 Term Hinduism 1 Term

- The School has its own medium term planning on which RE coverage is recorded. (Coverage of the full syllabus is ensured through this.)
- Short Term RE planning is completed on a discrete RE planning format that support the ‘Encountering and Responding’ approach (see Appendix 2).

<b>Encountering</b>	<b>Responding</b>
<b>Engage:</b> Teacher engages the pupil and provides a good starting point by connecting the learning with the pupil’s experience. The teacher may start with religious content/experience/visit/question (see below for more ideas) and then make links to the pupils’ experience.	<b>Express &amp; Respond:</b> Pupils make their own responses to the content, questions/beliefs in a variety of creative ways e.g. ICT, drama, debate, arts, poetry (see below for more ideas).
<b>Enquire:</b> The pupil uses the teacher’s key questions	<b>Evaluate &amp; Reflect:</b> Pupils evaluate and reflect on

and their own questions to engage on a deeper level with material/content offered and then consider how to explore further.	their learning, making meaningful links to their own lives. Teacher assesses against the learning outcomes to see if the pupil can demonstrate the skills that underpin the learning.
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- Following the 'Encounter and Response' approach, wherever possible, children learn from primary source materials as well as through the use of outside speakers with relevant experience and audio-visual aids.
- Ways in which children may 'encounter' and 'respond' are:

<b>Encounter (e.g. learn about religion) through.....</b>	<b>Respond to religion ( e.g. learn from religion) by</b>
<ul style="list-style-type: none"> <li>- exploring religious art and decoration</li> <li>- visiting places of religious significance</li> <li>- handling religious artefacts</li> <li>- drama and dance</li> <li>- meeting people from faith communities</li> <li>- stories</li> <li>- stillness and reflection</li> <li>- personal research e.g. internet</li> <li>- touching</li> <li>- discussion</li> <li>- pictures</li> <li>- observing rituals</li> <li>- music</li> <li>- films/DVDs/YouTube</li> <li>- conducting interviews</li> <li>- tasting</li> <li>- reading</li> <li>- multi-sensory experiences</li> </ul>	<ul style="list-style-type: none"> <li>- art</li> <li>- discussing religious and moral issues</li> <li>- physical</li> <li>- personal reflection, quiet time, prayer, silence, meditation, relaxation</li> <li>- belief into action: helping your peers, writing thank you letters, helping charities, working with others, being responsible, taking messages</li> <li>- formulating own enquiry questions</li> <li>- personal choice and responsibility</li> <li>- posing open-ended questions e.g. who is God?</li> <li>- making sounds, vibrations, rhythms, rap, etc.</li> <li>- evaluating religious belief and practice accepting/respecting other people's beliefs, practices</li> <li>- exploring different characters, sharing other people's experiences</li> <li>- giving opinion via letters, diaries, e-mail, text</li> <li>- creative writing</li> <li>- attempting to understand another point of view, raising awareness of other people's feelings, listening to other people, showing respect for beliefs, cultures and values different from your own</li> <li>- making choices e.g. what is right and wrong</li> <li>- recording responses e.g. DVD, IT</li> </ul>

- Religious Education is taught as a discrete subject but, where appropriate, links are made with the class theme.
- It is the parent/carers' legal right to withdraw their child from Religious Education. If there are any children whose parents exercise their right to withdraw them from Religious Education, alternative activities will be provided in consultation with the children's parents. Children will still be encouraged to engage and reflect upon teaching in a way which promotes tolerance and opportunities in which they can explore their own spirituality/religious beliefs and that of others.
- If the school feels a child/children may struggle with the content of a Religious Education lesson e.g. death, the school, in consultation with the parent(s), will agree the best course of action for the child(ren).
- Religious Education is co-ordinated by the Lauren Albertelli.
- Due to the suggested approaches of responding to religion, it is not assumed that all lessons/learning will be recorded in an exercise book in a traditional manner. It is down to the judgement of the individual teacher delivering the RE unit to decide how the children's learning can best be recorded e.g. class book, digitally, post-it notes, ring binder of examples collated by teacher.
- INSET needs are identified in the SEF and Toolkit and will be included in the Strategic School Improvement Plan, SIAMS SEF, and, where appropriate, and the Religious Education Development Plan.

### **Assessment, Recording & Reporting**

- The annual reports to parents grade children in:
  - Ability to Reflect on and Apply Knowledge;
  - Interest, Effort and Enthusiasm;
  - Any religions taught, i.e. in the Infants the headings 'Christianity' and 'Judaism' would be included.
- An assessment tool will be developed during this academic year using the 'Chris Quigley Milestones' (2018-19).

### **Monitoring**

- The Religious Policy will be reviewed each year by Staff and Governors and amendments made where necessary, to ensure it meets the needs of their current pupils.
- Planning, teaching/learning and assessment in Religious Education will be monitored by the Headteacher/Area Leader on a termly basis.

**This Policy is based on the 'Cheshire West and Chester Agreed Syllabus of Religious Education' (2013) in July 2013. It was last revised and reviewed in September 2018 and last reviewed in September 2018 by staff and governors.**

### **It should be read in conjunction with our:**

- **Anti-Bullying Policy;**
- **Collective Worship Policy;**
- **Equality Policy;**
- **E-Safety Policy;**
- **Safeguarding Policy**
- **RSE Policy.**

**Headteacher:** *Gareth Coyne (Acting Headteacher)*

**Governor (Huxley):** *Stephen Ratledge*

**Governor (Utkinton):** *Simon Lewin*

**Date:** *November 2018*

**Review Date:** **Autumn 2019.**



**Appendix 1- Long Term RE Overview/Rolling programme**

	Year R-2			Year 3 & 4		Year 5 & 6	
	Year A	Year B	Year C	Year A	Year B	Year A	Year B
<b>Autumn</b>	<b>Old McDonald</b>	<b>Bright Sparks</b>	<b>'Shiver me timbers!'</b>	<b>Vendi, Vidi, Vici</b>	<b>Class 2/Mr Townsend's Class and the Chocolate Factory</b>	<b>Tomb Raiders</b>	<b>Meet the Flintstones</b>
	Christianity: Anglican Worship (include work on Harvest)	Judaism: Festivals	Christianity: The Bible (3) – Ruth, Samuel, David (& Goliath) Christianity: Christmas	Christianity: The Bible (4) – Solomon, (Elijah), Daniel, Jonah Christianity: Advent/Christmas (NB repeated in Y3/4)	Christianity: Worship (Anglican & Catholic- the split from Rome)	Christianity: Worship (Non-Conformism)	Hinduism: God(s), Stories, Teaching & Worship Hindiusm: Celebrations, Festivals, & Special Events
<b>Spring</b>	<b>Time Traveller</b>	<b>Making Waves</b>	<b>Carnival of the Animals</b>	<b>Eureka!</b>	<b>Villainous Vikings?</b>	<b>Friend or Foe?</b>	<b>Jungle Explorers</b>
	Christianity: Life of Jesus- Jesus gathering his disciples, Jesus healing (paralysed man, Jairus' daughter, Lazarus).	Christianity: Easter (NB repeated in Y5/6 in detail)	Christianity: Baptism & Weddings	Islam: God (Allah), Prophet Muhammed (Founder) & Teachings	Christianity: Life of Jesus – baptism, temptations, disciples, parables (The Good Samaritan, The Lost Sheep, The Prodigal/Lost Son, The Sower ), 2 greatest commandments, miracles (water into wine, Resurrection of Lazarus)	Judaism: God, Stories/Teaching and Worship – Moses (in depth) Judaism: Family Life, Special Events and Festivals.	Christianity: Lent, Holy Week & Easter
<b>Summer</b>	<b>On Safari</b>	<b>Once upon a time...</b>	<b>Clowning Around!</b>	<b>The Mountain of Adventure</b>	<b>Have you got the Power?</b>	<b>From Smog to Blog</b>	<b>We are the Champions</b>
	Christianity: The Bible (1) – Creation, Noah, Joseph	Christianity: The Bible (2) – Moses (NB. repeated Y5/6 in detail), Joshua, Sampson	Judaism: The Torah/Patriarchs- Abraham (& Sarah), Issac (& Rebekah), Jacob (& Leah)	Islam: Worship	Sikhism: God, Founder, Stories & Teaching. Sikhism: Everyday Life- Worship, Holy Days & Ceremonies	Islam: Festivals & Special Events	Christianity: The Bible (Ascension, Spreading the word- Paul, Stephen) Christianity: Charity



Next steps, assessment & evaluation

		<b>Engage</b>	<b>Express</b>	
		<b>Enquire</b>	<b>Evaluate</b>	

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