



## Scissett C.E. Academy Religious Education Policy



“Religion cannot be understood simply from the outside. It is like stained glass windows in the cathedrals and churches. You can see them from the outside and they are nothing, grey and colourless. You can see them from the inside and they are wonderful, full of life and colour. Unless they are understood as seen from the inside, religious dogmas and rituals seem grey and shapeless, if not absurd”.

(School’s Curriculum Council Working Paper 36)

### **The Nature of RE**

In Scissett CE Academy, Religious Education is centered in our Vision of “Excellence for the whole child; a place where all succeed.” It is a subject wherein each child can discover their own value and spiritual beliefs, as well as those of the diverse world around them, exploring the fact that all are created in the image of God, and therefore worthy of respect.

Religious Education:

- contributes to the development of pupils’ own spiritual and philosophical convictions, exploring and enriching their own beliefs and values.
- enables pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- enables pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, and to express their own ideas and insights.

### **Aims of Religious Education**

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief. This incorporates:

- helping children to grow and develop their knowledge and understanding of religion, faith and non-religious worldviews
- ensuring children can give a theologically informed and thoughtful account of Christianity as a living and diverse faith, promoting Christian values and ethos
- enabling our children to have an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning, and to engage in meaningful and informed dialogue with those of other faiths and none
- enabling our children to relate their life experience to their study of religion, reflecting critically and responsibly on their own spiritual, philosophical and ethical convictions

### **Principles of teaching Religious Education**

Religious Education is available to all children in each key stage in school. The long-term plan for RE is based on the Diocesan Syllabus for Religious Education in the Dioceses of Leeds and York, and consideration is given to progression and continuity throughout the age ranges. Medium and Short-term planning for the teaching of RE is based on both the Syllabus and Understanding Christianity resources, and is the responsibility of each class teacher.

RE is timetabled and work may be carried out in two ways, i.e. integrated into a topic where appropriate, or secondly, as a separate blocked unit of work. It also includes exploration of our Academy’s key Christian values of Honesty, Kindness, Respect, Love, *Koinonia* and Trust. We value opportunities to use RE to enhance and support other curricular areas. Presentation of work can be through writing, factual or imaginative, art work, dance and drama. The value of discussion, and the giving and receiving of opinions is key.

The Church Year is also used to support and inform the timetable for the teaching of RE. We foster active links with the wider community especially St. Augustine’s Church, the parish and other church schools.

## Organisation and Planning of Religious Education

At Scissett CE Academy, Religious Education is broadly of a Christian nature. However, aspects of other faiths are taught (specifically Islam, Hinduism and Judaism) as well as non-religious worldviews such as Humanism. Teaching within any belief area is always approached with respect, sensitivity, care and integrity.

The RE curriculum is based upon three strands:

### 1. Making sense of beliefs

- identifying and making sense of core religious and non-religious concepts and beliefs
- understanding what these beliefs mean within their traditions
- recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation

### 2. Understanding the impact

- examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world

### 3. Making connections

- reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied
- allowing pupils to challenge ideas and the ideas to challenge pupils' thinking
- discerning possible connections between these ideas and pupils' own lives and ways of understanding the world

“These elements set the context for open exploration of religions and beliefs. They offer a structure through which pupils can encounter diverse religious traditions, alongside non-religious worldviews, presenting a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting approaches from religious studies, theology, ethics, sociology and philosophy.”

The Diocesan Syllabus for Religious Education in the Diocese of Leeds and York

## Early Years

In the Early Years, *Key themes* translate RE principles into practice:

*A unique child:*

- developing a sense of identity and belonging
- providing opportunities for personal reflection and spiritual development
- encouraging children to use their imagination and inquisitiveness to develop their appreciation and wonder of the world.

*Positive relationships:*

- developing sensitivity to others, particularly those of different cultures and religions.

*Enabling environments:*

The environment provides opportunities to nurture and extend children's emotional and spiritual wellbeing through:

- exemplifying positive attitudes to difference
- providing resources that combat prejudice and opportunities to encounter the unfamiliar
- encountering different places of worship
- exploring books and visual displays of special times and festivals
- interacting with sacred artefacts and people of faith
- providing a place that encourages quiet times for reflection.

*Learning and development:*

RE supports this by helping children develop:

- an understanding of right and wrong
- an awareness of different beliefs about God
- an awareness of different religious practices, traditions and celebrations
- a religious vocabulary.

Each teacher is responsible for the planning of RE in line with The Diocesan Syllabus for Religious Education in the Diocese of Leeds and York, which offers end of key stage outcomes, units of study and suggested learning outcomes. Units from this syllabus have been carefully mapped across all year groups, and linked where appropriate to our key Christian values (i.e. “Respect” in the term where KS1 & 2 are studying other world faiths; “Love” in the Easter half-term and “*Koinonia*” linked to units on belonging). The whole-school long term plan is as follows:

### RE Long Term Plan

Term/Value	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Autumn 1 “HONESTY”	F1 Why is the word God so important to Christians? (UC: God/Creation)	1.10 How should we care for the world and for others, and why does it matter?	1.9 What makes some places sacred to believers?	L2.1 What do Christians learn from the Creation story? (UC2a.1: Creation)	L2.4 What kind of world did Jesus want? (UC2a.4: Gospel)	U2.2 Creation and science: conflicting or complementary? (UC2b.2: Creation)
Autumn 2 “KINDNESS”	F2 Why do Christians perform nativity plays at Christmas? (UC: Incarnation)			1.3a Why does Christmas matter to Christians? (UC: Incarnation)	1.3b Why does Christmas matter to Christians? (UC: Incarnation)	L2.9 What are the deeper meanings of festivals? (including Christmas story)
Spring 1 “RESPECT”	F5 Which places are special and why?	1.7 Who is a Muslim and what do they believe?	1.7 Who is a Muslim and what do they believe?	L2.7 What does it mean to be a Hindu in Britain today?	L2.7 What does it mean to be a Hindu in Britain today?	U2.10 What does it mean for a Jewish person to follow God?
Spring 2 “LOVE”	F3 Why do Christians put a cross in an Easter garden? (UC: Salvation)	1.5a Why does Easter matter to Christians? (UC: Salvation)	1.5b Why does Easter matter to Christians? (UC: Salvation)	L2.5a Why do Christians call the day Jesus died ‘Good Friday’? (UC2a.5: Salvation)	L2.5a Why do Christians call the day Jesus died ‘Good Friday’? (UC2.5b: Salvation)	U2.6 What did Jesus do to save human beings? [Y5] (UC2b.6: Salvation)
Summer 1 “KOINONIA”	F4 Being special: where do we belong?	1.8 Who am I? What does it mean to belong?	1.4 What is the good news that Jesus brings? (UC: Gospel)	L2.2 What is it like to follow God? (UC2a.2: People of God)	L2.6 When Jesus left, what next? (UC2a.6: Kingdom of God)	U2.13 Why is pilgrimage important to some religious believers?
Summer 2 “TRUST”	F6 Which stories are special and why?	1.1 What do Christians believe God is like? (UC: God)	1.2 Who made the world? (UC: Creation)	Follow-up work linked to Church Schools’ Partnership RE day	L2.10 How & why do believers show their commitments during the journey of life?	U2.14 How do religions help people live through good times and bad times?

World Religions other than Christianity.

Thematic units incorporating a variety of religions and beliefs.

Each teacher ensures that RE is carefully planned and matched to the ability and level of understanding of the children. RE lessons should be exciting and stimulating experiences, which present the child with opportunities for challenge and reflection.

### Extra-curricular experiences

- Prayer corners – Each class has a prayer corner which can be used for inner reflection or quiet prayer. These often provide interactive experiences on different topics linked to our Christian values or units taught. There are also reflective spaces in the school hall where children may pause to think about worries or concerns or have some quiet reflection time.
- Prayer Journeys & Godly-play – each class has at least two opportunities each year to experience a Godly-play session, lesson or a reflective Prayer Journey delivered by a visiting agency. These experiences are carefully mapped into a 2-year plan, designed to link with year groups' RE topics or key Christian values wherever possible:

	Cycle A				Cycle B		
	Journeys	Lessons & Godly Play			Journeys	Lessons & Godly Play	
		January	May			January	May
Reception		<b>Good Shepherd</b> (Samantha Sheep) <i>Plate puppets</i>	<b>Where do we belong?</b> <i>Bead bracelets</i>	Reception		<b>Good Shepherd</b> (Samantha Sheep) <i>Plate puppets</i>	<b>Where do we belong?</b> <i>Bead bracelets</i>
Year 1	Journey into <b>Christianity</b> (May, Y1 am, Y2 pm)	<b>Respect</b> (lesson) <i>scroll</i>		Year 1	Journey into <b>Zacchaeus</b> (May, Y1 am, Y2 pm)	<b>Respect</b> (lesson) <i>scroll</i>	
Year 2		<b>Respect</b> (Godly play)		Year 2		<b>Respect</b> (Godly play)	
Year 3	Journey into <b>Creation</b> (October)	<b>The Lord's Prayer</b> (lesson) <i>Lindisfarne letters</i>	<b>Abraham and Sarah</b> (Godly play/Digging Deeper)	Year 3	Journey into <b>Creation</b> (October)	<b>The Lord's Prayer</b> (lesson) <i>Lindisfarne letters</i>	<b>Abraham and Sarah</b> (Godly play/Digging Deeper)
Year 4	Journey into <b>Respect</b> (January, Y4 am, Y5 pm)		<b>Baptism</b> (Godly play) <i>(Link to Holy Spirit &amp; Trinity)</i>	Year 4	Journey into <b>The Trinity</b> (January am)		<b>The Good Samaritan</b> (Godly play) <i>(Link to Koinonia)</i>
Year 5				Year 5	Journey into <b>The Wider World</b> (January pm)		
Link to Christian value for the half term		Link to Understanding Christianity or other Diocesan Syllabus unit		General or Cross-curricular link			

- Trips and Visitors – where possible, staff enrich their classes RE experiences by arranging relevant trips to places of worship or inviting visitors into school for presentations and discussions.

### Assessment, Recording and Reporting

It is widely acknowledged that the spiritual and moral development of a child is difficult to assess and at present there is no nationally laid down assessment framework. We assess pupil attainment in RE through the outcomes for each unit in the Understanding Christianity and other Syllabus resources. Individual pupil attainment is recorded at the completion of each unit and progress tracked carefully. End of (sub) Key-Stage outcomes are also recorded in the RE tracker. RE assessment in the EYFS also informs the judgement for the 'Knowledge and Understanding of the World' strand of the Early Learning Goals.

Judgments in RE are used to form the basis of reporting progress in Spring and Summer Reports to parents. A portfolio of samples of work provides a range of work at different levels.

### **The Role of the RE Co-ordinator**

The RE Co-ordinator is responsible for:

- Writing and updating the RE Policy in the light of initiatives
- Monitoring and evaluating the development of RE throughout the whole school
- Guiding and supporting teachers
- Monitoring the effectiveness of the planned and delivered RE curriculum
- Monitoring attainment and progress in RE
- Auditing and monitoring resources throughout the school
- Informing staff of new developments in RE
- Disseminating information
- Arranging/suggesting appropriate training for teachers

### **Resources**

A range of appropriate and accessible resources are stored in school. These include:

- Class Based resources – e.g. an illustrated Bible and wooden cross for the prayer corner
- Artefacts (stored in the drawers of the RE Trolley)
- Books (stored in the library)
- Posters/ maps/ audio-visual resources etc. (RE trolley and classrooms)
- Understanding Christianity resource pack and other RE today resources (RE coordinator's classroom & accessible online to staff)

As we continue to resource the scheme of work some books, artefacts, audio-visual resources & music may be stored together in class packs, along with units of work & planning sheets etc.

### **Children with Special Educational Needs**

Religious Education is equally available to all pupils in the school. Provision for pupils with special needs is shown through differentiation within teachers' planning. At Scissett, we acknowledge that some children may find some difficulties with key RE concepts, attitudes or skills and seek to adapt activities in order to meet their needs.

### **Equal Opportunities**

All children at Scissett C.E. Academy have equal access to the RE curriculum irrespective of race, ability and gender. Cultural diversity is welcomed and we actively encourage pupils to share their own experiences of faith and worship.

### **Right to Withdrawal**

The 1998 and 1993 Education acts establish parents' rights to withdraw their children from Religious Education (& Collective Worship) provided they give written notification to the Headteacher. However, by the fact parents have opted to send their children to a Church of England school, it is hoped that this will not be necessary and parents feel comfortable with the type of Religious Education being taught.