

GORING CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL



**Goring Church of England
(Aided) Primary School**

Faith, Love and Learning

**Policy for
Religious Education**

September 2017

Review date September 2018

Headteacher - Mrs C Jee
R.E. Leader - Mrs N Bateson

AIMS

- To develop pupil's spirituality through creativity and imagination as they explore religion.
- To explore and develop values by which to live.
- To develop knowledge and understanding of Christianity with particular reference to the Anglican tradition.
- To develop children's awareness and appreciation of God's created world.
- To learn about other people's religions in order to develop a mutual respect for those with different religious beliefs.

Objectives:

Early Years

- To become increasingly aware of the significance of religious ideas and experiences by means of stories, art, drama, ritual and worship, with emphasis on the Christian tradition.

- To develop religious insight and moral and spiritual values by encouraging a sensitivity towards other people and an ability to form relationships based on love, empathy, forgiveness and consideration.

- To learn about Christianity through Old Testament Bible stories, stories about the life and teaching of Jesus and participating in assemblies, festivals and visits to St. Mary's Church.

- To provide opportunities and experiences which enhance and clarify their own ideas about religion by developing self-esteem, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.

- To begin to develop an awareness of cultural diversity through practical experiences, discussion, books and plays.

Objectives:

KEY STAGE 1

- To use and experience art, music and drama in the exploration and communication of religious and personal thoughts and feelings.

- To demonstrate in our relationships with each other moral and spiritual values such as love, forgiveness, responsibility and loyalty.

- To encourage sensitivity and respect for others through circle times, assemblies, RE lessons and group and individual discussions.

- To give children a knowledge of the Christian religion, by means of stories, drama, artefacts, worship and visits to local churches.

- To give children experience of God's world through exploration of the school grounds and surrounding area, displays, natural objects, literature, videos, art and ICT, providing time for discussion and reflection.

- To develop knowledge and understanding of Judaism through artefacts, literature, talks, music, art and video, providing time for discussion and reflection.

Objectives:

KEY STAGE 2

- To acquire a more in depth knowledge of the life and teaching of Jesus.

- To begin to understand the structure of the Bible and obtain a basic knowledge of its key personalities.

- To see the importance of the Bible in personal faith and worship.

- To explore the nature of Christian worship and some uses of signs and symbols in expressing religious beliefs and feelings.

- To express their understanding of religious experiences in different ways.

- To build on prior knowledge of Judaism and develop knowledge and understanding of Islam - as the two other monotheistic religions.

KEY SKILLS:

Observational Skills

- Observing human behaviour and elements of the natural world, which relate to religion.
- Observing religious activities, places of worship and use of religious artefacts.

Analytical Skills

- Making comparisons, questioning and interpreting.
- Distinguishing between the beliefs and practices of different religions.
- Distinguishing between opinion, belief and fact.
- Analysing religious ideas.

Life Skills

- Learning from religion and applying what has been learned to everyday life.
- Begin to formulate and apply one's own set of beliefs, values and attitudes.
- Developing mutual respect for other cultures and religions.

Communication Skills

- Recognising, understanding and using appropriate religious language (e.g. prayers), religious vocabulary (e.g. parable) and technical terms (e.g. Kippah, lectern), religious concepts (e.g. forgiveness) and various literary forms used in religion.
- Recognising the use of different art forms to communicate meaning in religion.
- Recognising and understanding the use in religion of non-literal language (e.g. *I am the Vine, the Good Shepherd*)
- Articulating one's own beliefs, spiritual insights, feelings, experiences, religious or non-religious views, through both verbal and non-verbal means.
- Communicating knowledge and understanding of religion in a variety of ways.

Reflective Skills

- Reflecting on the spiritual or religious significance of
 - personal inner feelings, thoughts, questions, experiences
 - relationships with others
 - the natural world
 - experience of God
- Reflecting on significant experiences, events, people, places and objects
- Reflecting on what one has learned in R.E.

Reference Skills

- Referring to the Bible and other religious holy books
- Referring to appropriate sources of information
 - text books
 - encyclopaedias
 - dictionaries
 - artefacts
 - videos
 - pictures
 - photographs
 - the internet
 - interviewing

Empathetic Skills

- Learning to see other people's points of view.
- Relating religious beliefs and practices to one's own experiences.

CURRICULUM

At Goring Church of England (Aided) Primary School, we feel that it is important that our pupils learn about Christianity as the main religious tradition, with specific reference to the Anglican tradition. Knowledge of the teaching and practices of Judaism, give the children an insight into the understanding of the background and origins of the Christian faith. Aspects of the beliefs and tradition of Islam and Hinduism are taught in KS2. This is in line with the Diocesan Guidelines. In the Early Years Foundation stage some of the other principal world religions represented in this country will be presented as a cultural tradition rather than one of religion. This reflects the growing multi-ethnic/cultural nature of our society today and representative of children of other religions and races attending our school.

Curriculum Organisation

Religious Education is taught through a combination of the Understanding Christianity scheme of work and one third of the year is devoted to the teaching of 'other' faiths. This work is planned to ensure the highest quality of enquiry led learning experiences for the pupils and to cover the requirements of the Diocesan Guidelines Syllabus, and keeping much of the long standing good practice in our previous scheme of work. Our teaching seeks to balance the two aspects of coverage with children learning about religion by gaining knowledge and understanding and learning from religions, by responding and applying their own values.

The curriculum is planned to deliver R.E. through a combination of methods:

- As discrete RE units planned across the year - Bible, Jesus, Church, Worship, Christian Beliefs and Values and various aspects of Judaism, Islam and Hinduism. These have been carefully planned to enable coverage of the suggested Diocesan headings.
- R.E. units linked to christenings, weddings and how Jewish families celebrate the special day of rest - Shabbat.
- Key elements of the annual Christian festivals are taught and enhanced each time they are visited, through a progression plan covering different aspects of these festivals. Other religious festivals are explored - Yom Kippur, Divali, Rosh Hashanah and Sukkot.
- The opportunity is taken to deliver identified areas of R.E. through the assemblies. e.g. Harvest, Advent, All Saints Day, Shrove Tuesday.
- Circle time is used to give the opportunity for reflection and discussion.

Further details can be found in the plans and schemes of work.

Curriculum Time

The school allocates 5% of curriculum time to Religious Education, in line with the recommendations of the Diocesan Agreed Syllabus and the Dearing Report. It is anticipated that the actual amount of time given each week will vary.

Key Stage 1

36 hours per year KS1 (12 hours each term or 1 hour each week). This will include 10-12 hours Judaism and 24 - 26 hours Christianity.

Key Stage 2

45 hours per year (15 hours each term or 1 hour each week). This will include 15 hours Judaism and Islam and 30 hours Christianity, plus time taken for reflection, planning and preparation for our Church services.

Godly Play

We recognised the need to develop a more creative approach to teaching RE and for children to be more independent, imaginative and creative in responding to teaching.

Godly Play was introduced to enrich the children's learning experience. It is based on the following interpretation of play:

- Play is pleasurable, enjoyable
- Play has no imposed goals, it is played for itself
- It is spontaneous and voluntary, chosen by the player

Children are 'invited' to play rather than 'directed'. To find it enjoyable, children must want to play for its own sake.

In Godly Play, the invitation is given not for play in general but for play with the language of God and God's people. It is an invitation to play with God.

ASSESSMENT RECORDING AND REPORTING

To teach RE effectively, teachers plan what they are going to teach, what the learning intention for the child should be and assess whether they have learnt what was expected. RE helps to develop children's own beliefs, values, attitudes and behaviour. It is not appropriate to make these a matter of assessment but teachers will be aware of each child's development and comment on them in the end of year report.

Teachers carry out formative assessments to help children progress in their learning. Teachers use a variety of means of assessing pupil's work in line with the whole school assessment policy and the requirements of the Agreed Syllabus.

Assessment will be based on:

- ❑ Teacher's own observation through talking to children.
- ❑ Observation of social interchange of children with peers.
- ❑ Children's attitudes to the school's Church Services and Assemblies.
- ❑ A range of work in response to RE lessons.

Differentiated assessment criteria have been agreed within each year group and these are included at the medium/short term planning stage. Children's acquisition of skills, knowledge and understanding will be assessed and teachers will identify and record levels of achievement.

EQUAL OPPORTUNITIES

We are committed to ensuring that all children will have equal access to the RE curriculum, regardless of gender, ability, race or ethnic background.

WITHDRAWAL

Parents are informed through the school prospectus and the Headteacher's information meeting for parents of new children, that they have the right to withdraw their child from assembly and Religious Education. When parents request that their child is withdrawn, parents are invited to discuss the matter with the Headteacher, to clarify the beliefs and practices that they do not wish their child to participate in.

No children are currently withdrawn but should this change in the future, children would join a different class and participate in the activity taking place at the time. Children withdrawn from worship in school assemblies are supervised. Children are encouraged to bring and complete R.E. material sent from home or work on PSHCE activities.

MANAGEMENT

The day to day support for religious education is provided by the co-ordinator who is responsible to the head teacher for:

- ❑ Collating and maintaining the scheme of work.
- ❑ Supporting teachers in their medium and short term planning.
- ❑ Developing and maintaining the R.E. Co-ordinator's File.
- ❑ Attending relevant in-service courses to keep up to date on Religious Education and reporting to staff.
- ❑ Managing the resources for religious education.
- ❑ Producing a development plan setting out the priorities for Religious Education.
- ❑ Developing Church/school links.
- ❑ Conducting an annual review of R.E. and the production of a report for the governors.
- ❑ Promoting Godly Play

COMMUNITY

The school has special links with St. Mary's Church and St. Laurence's Church. Our school was indeed founded from a trust deed from a member of St. Mary's Church almost 100 years ago.

The vicar and visitors support the school in many ways by taking weekly assemblies, coming into school to assist in RE lessons and as members of the

Governing Body. The clergy support development of the school's Worship Policy and the Policy for Social, Moral, Spiritual and Cultural development.

The Agape meal is held every term and this is attended by all staff and some Governors. Children in Key stage 2 have the opportunity to prepare for First Communion through a programme of lessons with members of the clergy. These take place in school.

Some year groups visit the Church as part of their RE units on the Church, where children engage in a range of activities to enrich their learning. These activities include an enactment of a Christening, sketching special parts of the Church, reflection and appreciating the atmosphere of the empty church.

Members of the Church community are invited to talk to the children, giving an insight into the regular life of our parish church. Members are also invited to school events, such as the Christmas and Summer Fayres.

The school supports the local Christian community through charitable events such as the Worthing Churches Homeless Project, Dambala Road school in Sierra Leone and the Children's Society collection.

We attend church to celebrate major Christian festivals. A range of special services are planned throughout the year to which parents and friends are invited. These include The Christmas Service, the Harvest Festival, the Easter Service and the Leavers' Service. Years 3, 4, 5 or 6 children plan and lead these services and the vicar gives an address and leads the school in prayers and a blessing.

The school actively promotes the understanding of other faiths by encouraging and welcoming parents and other members of the local community into school, to share knowledge and experiences with both children and adults.

RESOURCES

Reference books are available for staff. Resources, mostly artefacts, to help equip us to teach about other religions, have been purchased.

RE books can be found in the Library and class book corners. Resources have been purchased for Godly Play.

RESOURCES: APPENDIX B

Bible Stories Flip Book
Christianity Photopack
Pentecost Poster
Last Supper picture
Francis of Assisi Poster
Poster - The prayer of St. Francis
Big Book of St. Francis of Assisi
Map of the Holy Land
Portrait of Jesus
Big Book the Lord's Prayer
My Life as a Christian Big Book
Festivals Big Book
Baptism candles, certificates and cards
The Good Shepherd Big Book
Easter Candle
Hot cross bun replica
Various crosses and crucifix (the Risen Christ Cross)
Jesus Through Art
Big Book the First Musician (story of David the Shepherd Boy)
Frankincense and Myrrh
Postcards from English Martyrs R.C. Church
Photographs taken inside and outside St. Mary's Church
Selection of children's Bible and copies of the Rainbow Bible
Also see Classroom Book Audit

JUDAISM

Two Candles (audio tape of Jewish Festival Songs)
Judaism Photopack A3
Judaism Photopack A4
Festival Photopack
My Life as a Jew
My Jewish Faith Big Book
Jewish shekels

SHABBAT

Kiddush cup
x2 Challah loaves

Challah cover
Havdalah candle and candlestick
Havdalah spice box
A pair of silver Shabbat candlesticks with candles
Story Bag A Day of Rest (containing the candlesticks
and candles, a tape The day of Rest and little book A Day of
Rest)
Shabbat Fun (children's explanatory book)

PASSOVER

Seder Plate in plastic x 3
Brass Seder Plate
Passover cards
Story Bag Let My People Go - the story of the Passover
Matzah cover
Children's Haggadah

HANNUKAH

Hannukah candlesticks with candles
Wooden dreidel x 1 large, pack of small to play the game
What is Hannakah?
Hannakah (book)

ROSH HASHANAH

Honey pot
Rosh Hashanah cards

PRAYER

Enamelled Mezuzah
Kippah (capel)
Child's Kippah
Children's prayer shawl (Tallith) in bag

TORAH

Chrome yad
Torah scroll replica in velvet mantle
Other scrolls
Torah poster
Various pictures from Photopack

SACRED WRITING

Hebrew stencils
Tenakh, Hebrew/English Bible

ISLAM

Qu'ran and stand
Prayer carpet
Eid cards
Islamic Photopack
Islamic Designs
Big Book my Muslim Faith
Ramadan and I
Id-ul-Fitr
My Life as a Muslim
Video World Faiths including Life of Mohammad

HINDUISM

Aum symbol
Murtis of Hindu deities
Puja tray
Divali and Holi posters
Curriculum Visions books:
Mandir
Hindu faith and practice
Hindu holy days
Hindu art and writing

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