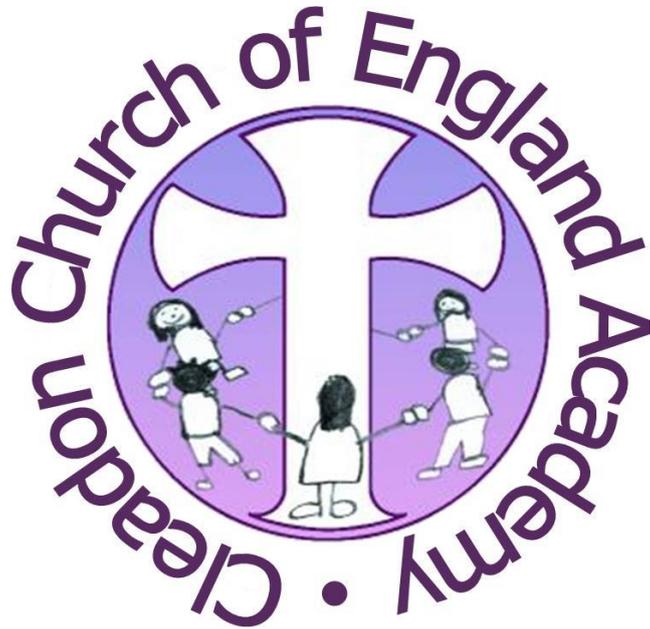
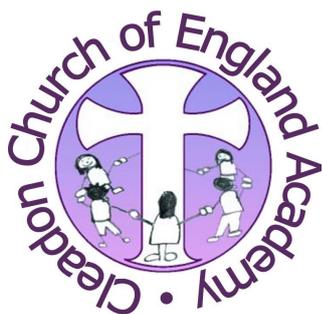


Cleadon Church of England Academy



R.E. Policy

Policy Agreed	Spring 2004
Policy Reviewed	Spring 08. Spring 2011 Spring 2014 Spring 2017
Review Date	Spring 2020



Believe

Inspire

Excel

Mission Statement

Guided by our caring Christian ethos, we all work together to equip everyone with the skills, attitude, creativity and motivation to become happy successful lifelong learners and respectful global citizens.

Values	
We will bring our Christian ethos to life by:	
Striving for excellence	<ul style="list-style-type: none"> • Setting high expectations, • Showing pride, passion and self-belief, • Encouraging forward thinking and embracing challenge, • Promoting continuous learning, • Recruiting the right people, • Facilitating continuous improvement, • Providing the widest range of opportunities to excel.
Achieving together	<ul style="list-style-type: none"> • Learning and working together harmoniously, within a supportive environment, • Ensuring everyone is valued, • Enabling everyone to have a voice, • Promoting shared understanding and ownership, through collaboration, • Sharing good practice, and celebrating success, • Challenging ourselves and others, • Supporting the communities in which we live and work.
Showing respect	<ul style="list-style-type: none"> • Promoting the wellbeing of all members, • Recognizing everybody's contribution, • Demonstrating courtesy and fairness to all, • Embracing diversity and practicing tolerance, • Celebrating the individual.
Inspiring success	<ul style="list-style-type: none"> • Nurturing achievement and celebrating success, • Embracing inspiration and innovation, • Encouraging self-motivation, • Providing inspirational, creative teaching and challenge, • Providing positive role models, • Delivering a broad and exciting curriculum that engages and enthuses all learners.
Acting with integrity	<ul style="list-style-type: none"> • Maintaining professionalism at all times, • Valuing honesty, trust and accepting accountability, • Establishing transparent and effective communication, • Listening and acting upon feedback, • Ensuring collective care and responsibility.
This will be delivered within a caring, happy, safe and secure environment.	

R.E. POLICY STATEMENT

RATIONALE

In accordance with the legal requirements R.E. is provided at Cleadon as part of each child's entitlement to a broad and balanced education contributing to their spiritual, social, cultural and moral development. As Cleadon is a Voluntary Aided Church School, R.E. is governed by the 1944 and 1988 Education Acts and by the Trust Deeds of the school.

However:

"Those sections of the 1988 Education Act which refer to the need for R.E. to reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching practices of the other principle religions represented in "Great Britain" or for R.E. to be "non denominational" **do not apply** to Aided Schools.

Durham Diocesan R.E. Syllabus.

The R.E. at Cleadon School is taught in accordance with the principles and practices of the Church of England. The school follows the requirements of the Dioceses of Durham and Newcastle R.E. Syllabus for Church Aided Schools which has been adopted by the Governing Body. The syllabus reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS. R.E. has a central place in the basic curriculum here at Cleadon, it is taught as one of the core subjects contributing to the ethos of the school.

The management of Religious Education is a distinctive role of the governors and Principal. It is in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in school.

WITHDRAWAL

Parents have the right to withdraw their children from R.E. as in any school but it is hoped that the majority of parents choosing a Church Aided School would adhere to the R.E. curriculum too.

Teachers in Church Aided Schools do not have the safeguard of the 1944 Act Section 30 to withdraw from teaching R.E.

THE AIMS OF R.E. FROM THE DIOCESES OF DURHAM AND NEWCASTLE RE SYLLABUS

- To enable pupils to encounter Christianity as the religion that shape British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents.
- To develop understanding of a religious faith as the search for and expression of truth
- To contribute to the development of pupil's own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

The RE at our school should help pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society
- reflect critically on the truth claims of Christian belief
- see how the truth of Christianity is relevant today

- understand the challenge faced by Christians in today's pluralist and post-modern society
- develop the skills to handle the Bible text
- recognise that faith is based on commitment to a particular way of understanding God and the world
- begin to develop their own commitments, beliefs and values
- develop a sense of themselves as significant, unique and precious
- experience the breadth and variety of the Christian community
- engage in thoughtful dialogue with other faiths and traditions
- become active citizens, serving their neighbour
- find a reason for hope in a troubled world
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

It is also appropriate that children should be encouraged to foster a respect for the followers of other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of these faiths.

Therefore RE in Church Schools should also help pupils to:

- learn *about* other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue
- recognise and respect those of all faiths in their search for God
- recognise areas of common belief and practice between different faiths
- enrich and expand their understanding of truth while remaining faithful to their own tradition
- enrich their own faith through examples of holy living in other traditions.

THE AIMS OF R.E. IN RELATION TO THE SCHOOL AIMS:

1. To develop an ability to value themselves, each other and adults in order to work together as the school family.
2. To celebrate their own uniqueness and the uniqueness of each other to recognise and appreciate that each child has a God-given gift.
3. To reach their full potential, academic, aesthetic, physical, social and spiritual.

In order to work towards the above and to provide a sound basis for development, the aims for R.E. at Cleadon will be as follows:-

1. To introduce the children to ideas and experiences of religious beliefs and practices.
2. To lay the foundation for future understanding of religious beliefs and practices.
3. To develop an understanding of the beliefs, practices and institutions of Christianity and to give the children a knowledge of the Bible.
4. To broaden and develop the child's knowledge and understanding of religious beliefs and practices in Great Britain today, in particular Judaism and *Islam*
5. To allow pupils to explore their own beliefs and values in relation to those of others

6. To develop an awareness of the meaning of individuality and the value of people and relationships.
7. To develop investigative, reflective and social skills.
8. To foster positive attitudes towards others, their beliefs and values.
9. To encourage an appreciation of the variety of experiences of life and how these may be interpreted.

OBJECTIVES

We intend to:

1. Plan and implement Schemes of Work which will:
 - a) reflect the aims of R.E.
 - b) enable pupils to achieve according to ability
 - c) enable pupils to make progress in terms of their knowledge and understanding of religious concepts, skills and attitudes.
 - d) provide a variety of learning experiences and activities using materials and techniques appropriate to the age and ability of the pupils.
2. To maintain an appropriate system of assessment, record keeping and reporting which is:
 - a) accessible and meaningful to pupils, parents, staff and other interested agencies.
 - b) in line with school policy.
3. To monitor and evaluate all schemes of work and R.E. policies in line with [Dioceses of Durham and Newcastle](#) Syllabus.

THE OUTCOMES FOR PUPILS AT THE END OF THEIR EDUCATION IN CHURCH SCHOOLS ARE THAT THEY ARE ABLE TO:

- Think theologically and explore ultimate questions
- Reflect critically on the truth claims of Christian belief
- Develop the skills to analyse, interpret and apply the Bible text
- Recognise that faith is a particular of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Make a well informed response to Christianity
- Respect those of all faiths in their search for God

- Reflect critically on the on all areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and express their views on the human quest and destiny.

ALLOCATION OF TIME

As a Church Aided School at least 80% of R.E. teaching time is to be devoted to Christianity. The Dioceses of Durham and Newcastle Syllabus suggests studying two world faiths, so here at Cleadon the children will study Islam and Judaism. Aspects of other faiths will be brought into R.E. when deemed appropriate.

The allocation of time for R.E. is a minimum of 70 minutes per week (or equivalent over school year). This is recommended by the Board of Education and excludes collective worship. This works out as 5% of curriculum time and is in line with the General Synod Board of Education for County Schools.

ORGANISATION OF R.E. WITHIN THE SCHOOL CURRICULUM

R.E. is planned by teachers in accordance with the RE Syllabus of the Dioceses of Durham and Newcastle. All planning has been written by Lisa Fenton. Teachers select the most appropriate tasks and activities for their children and annotate planning.

Islam is taught as a topic in itself in Key Stage 2 and Judaism likewise in Key stage 1 and 2. Strands of other world faiths are brought into general topics when appropriate.

BALANCED APPROACH

It is essential that the RE curriculum maintains a balanced approach of Learning about Religion (AT1) and Learning from Religion (AT2).

This can be expressed distinctively as

Learning about Religion

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

Learning from Religion

We learn from

- an empathetic response to the Christian faith and a critical engagement with it
- responding personally to the stories and teachings of Jesus Christ
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

RESOURCES

The school is building up a collection of artefacts, posters, books and DVDs to assist in the teaching of the topics in the scheme of work.

All Saint's church is used for human and material resources, as are other local churches.

R.E. will normally be delivered in class based groups through a variety of teaching methods. The extent and nature of R.E. is multi-sensory and so the children at Cleadon will be actively engaged in using all the senses: making, using artefacts, art, music, drama, speaking, listening and writing, smelling and tasting, being still, silent and reflecting.

INCLUSION STATEMENT

R.E. is provided for all children at Cleadon and makes a valuable contribution to their education. Teachers in this school plan work which takes into account the differences in the abilities of their pupils in order to maximise their potential and extend their abilities and to allow all children access to the R.E. curriculum. R.E. seeks to recognise the individual importance of all pupils and the entitlement of all pupils to learn and benefit from the R.E. curriculum in an environment where there is trust, fairness and respect. R.E. has a large part to play in helping to remove prejudice and misunderstanding and to combat stereotyping, discrimination, sexism and racism.

All pupils, irrespective of ability, age, gender or race are entitled to equal opportunity in the development of their religious education knowledge.

Learning in Religious Education enables pupils to:

- Respect self and be sensitive to the needs of others
- Challenge inequalities and discrimination associated with race, gender, ability or social group
- Receive support with written work and alternatives to written work such as the use of video and audio tapes
- Experience encouragement, praise and recognition of achievement
- Benefit from emphasis on learning through the visual, aural and tactile and expressions of that learning through non verbal and creative media
- Explore the use of practical activities and learning through first hand experiences eg visits to places of worship and opportunities to meet with members of faith communities
- Have opportunities for response and reflection and the use of self evaluation and assessment
- Use extension activities to enable those with a developed capacity for sensitivity and empathy to explore these

RE IN THE FOUNDATION STAGE

The Foundation Stage curriculum should not be subject based but focused on the 3 prime areas and four specific areas of learning, through which subject-based information and insights can be used and explored.

The legal requirement to provide religious education does not apply in relation to a nursery school or to a nursery class in a primary school. It is a requirement however, that provision should be made for children's spiritual, moral, social and cultural development. In the Reception classes sound foundations for religious education should be laid enabling children to learn about themselves, their relationships with others and with the world around them.

RE becomes a statutory requirement for all registered pupils on the school roll, except those withdrawn by their parents (on conscience grounds), that is, when children enter the Reception class. This includes pupil's aged 4 or 5 in reception or mixed reception and Year 1 classes where RE should be taught in accordance with the Diocesan Syllabus.

Areas of Learning, Early Learning Goals and Religious Education

Religious education opportunities can be identified in each of the 3 prime areas and four specific areas of learning into which the Foundation Stage curriculum is organised. There are some more explicit than others.

3 Prime areas

Personal, Social and Emotional Development – (Self-confidence & self-awareness, managing feeling & behaviour, making relationships.)

RE focus – talk about how they are feeling, talk about their own and other's behaviour, linked to Golden Rules.

Physical Development – (Moving & Handling, Health & Self care)- recognise the importance of keeping healthy and those things which contribute to this.

RE focus – food laws in different religions, for example Hindu vegetarians, Christians fasting during Lent or Muslims fasting during Ramadan, celebratory food for festivals, Chinese food for Chinese New year.

Communication and Language – (Listening & Attention, Understanding and Speaking)- use language to imagine and recreate roles and experiences.

RE focus – taking part in the school nativity play, role-play stories about 'significant people' within a variety of faith traditions, hearing Bible and other faith stories. Answering how and why questions in response to bible stories.

4 Specific areas

Literacy - (Reading & Writing)

RE focus – Children demonstrate an understanding of a bible story they have read, writing simple sentences in RE topics.

Mathematics – talk about, recognise and recreate simple patterns.

RE focus – exploring signs and symbols, Islamic/ Diwali pattern.

Understanding of the World – (People & Communities, The World and Technology)

RE focus – creation stories, explore and look closely at living and inanimate things in the natural world to develop a sense of wonder and spiritual response. Talking about similarities and differences between themselves and others and among families, communities and traditions.

Expressive Art & Design– (Exploring and using media and materials and Being Imaginative)

RE focus – religious artefacts, art and music and their meaning, creating displays of pictures and religious artefacts, exploring different artists' interpretations of the nativity. Learning songs and traditional dances and representing their ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

RE AND THE WHOLE CURRICULUM

Religious Education can make a distinctive contribution to many areas of the school curriculum. There have always been links between religion and the arts and consequently Religious Education fits naturally with Art, Music, Drama, Language work, Design and Technology, Information Technology, Geography and History. In the sciences, Religious

Education has the capacity to raise questions of value and belief, which add an extra dimension to work in these areas.

Cross-curricular themes and dimensions are also addressed by Religious Education, eg spiritual, moral, social and cultural development, citizenship, economic and industrial understanding and environmental education.

Links can also be made through work on equal opportunities and multicultural education.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

All areas of the curriculum at Cleadon Church of England School contribute to the spiritual, moral, social and cultural development of pupils. However, Religious Education has a distinctive contribution to make, not least because all the major religions of the world acknowledge that human beings have a spiritual dimension.

The broad, balanced approach to the delivery of Religious Education at Cleadon School ensures that attention is given to both attainment targets – Learning about Religion and Learning from Religion.

Creative and imaginative teaching and learning strategies are employed to enable pupils to explore their feelings and emotions in ways which enable them to reach beyond the ordinary and everyday.

Pupils are given the opportunity to:

- Share their own feelings and experiences in a variety of ways
- Learn to listen to and appreciate the points of views of others
- Explore their own values and values of others
- Appreciate silence and the value of stillness
- Demonstrate care and the responsibility for the environment
- Follow the school code of ethics
- Raise money for local, national and international charities

RELIGIOUS EDUCATION AND LITERACY

The wide range and variety of texts available through the Religious Education curriculum offer particular opportunities to contribute to the successful teaching of reading and writing.

In particular these include:

- Provision for enrichment through good quality material including information texts
- Requirements for good library use
- Extending pupils' reading by focused work on challenging texts with the whole class or in groups
- Frequent opportunities for pupils to hear, read and discuss texts and to think about the content and the language used
- Giving balanced attention to pupils' progress in handling content, style and the presentation of writing
- Making sure that pupils use different forms of writing and learn about their distinctive features using a range of starting points to stimulate writing, and structuring different tasks to suit different capabilities

RELIGIOUS EDUCATION AND ICT

Religious Education can be linked with ICT through:

- Enhancing the pupils skills of communication by corresponding by e- mail with other schools and members of faith communities
- Providing a range of information sources to enhance their knowledge and understanding of religious beliefs, practices and expression
- Supporting the development of their understanding of the role religion plays in the lives of individuals and communities
- Providing access to images of religious buildings and people actively expressing their faith

- Analysing data about religions, beliefs and practices
- Communicating, structuring and defining their work
- Contributing to their awareness of the moral impact of ICT on the changing world and the questions this poses for religious and secular groups

ASSESSMENT, RECORDING, REPORTING

Religious Education is not subject to nationally prescribed attainment targets, programmes of study and assessment arrangements. However assessment is an integral part of the planning process and it is important that teachers are able to identify evidence of pupils' progress in order to monitor learning.

The Agreed Syllabus identifies two attainment targets:

AT1 – 'The Study of Religion' – Pupils should be given the opportunity to explore and study living practices, teachings and basic patterns in religion. This provides opportunities for teacher assessment.

AT2 – 'Reflection on Religion' – Pupils should be given the opportunity to reflect on and apply religious ideas, views and perceptions, to personal understanding and life experience. This provides opportunities for pupils' self assessment.

Assessment should be part of the planning for each unit. The form of assessment is chosen to ensure the fulfilling of the teaching objectives. The teaching outcomes, together with the learning outcomes, which indicate what pupils might be able to do as a result of their work in R.E., form the basis of the assessment of pupils.

Much of what is important in R.E. is difficult to assess, and in many cases it will be the experience which is important, rather than any attempt to assess what the pupil gained from it. For instance, experiences of beauty, wonder or transcendence might be intensely private to the pupil, or the pupil may not possess the language skills necessary to articulate the experience. Similarly, asking the pupils to comment on a period of reflective silence, might involve the invasion of privacy and there may be things the pupil wishes to keep private. An appropriate way of assessing such sensitive areas might be through the pupils' own self assessment. It may also be possible to draw some inferences through the evaluation of creative responses and through discussion.

At Cleadon Church of England we are not testing every objective or learning outcome, we will concentrate assessment on learning which teacher, parent or pupils treasure and value. We use the levels of attainment in conjunction with work produced by the child to make a judgement about each child's progress.

A variety of assessment techniques are used including visual, oral, written and diagrammatic tasks as suggested in the medium term planning.

Class teachers assess three times a year, giving an overall level to the Subject Leader. They also provide an end-of year level, so that continuity and progression can be monitored.

Progress is reported to parents in an annual basis in a written report and orally at Parents' Evenings.

Samples and examples of children's work will be kept in a variety of forms.

MONITORING AND EVALUATION

A curriculum audit will be carried out once a year to identify shortfalls and update resources.

Resources within the school are in the process of being renewed or updated. Resources are purchased to meet the requirements of the Programmes of Study and will be added to and updated on a regular basis.

Resources for the teaching of Religious Education can be borrowed from the North East Religious Learning Centre (NERLC) – posters, books, videos, artefacts.

A selection of books, artefacts, photographs, posters, photocopiable sheets and DVDs are available in the resource bank situated within the social display area.

THE ROLE OF THE RE CO-ORDINATOR

The co-ordinator is responsible, in consultation with the principal, for the overall management of Religious Education in the school. The role demands enthusiasm, commitment and sensitivity as well as knowledge and understanding of Religious Education. The responsibilities of the co-ordinator include:

- Helping colleagues to implement the school's agreed curriculum in Religious Education
- Prepare a Development plan, including short and long term targets and a funding policy
- Preparing a policy and complementary scheme of work for Religious Education which reflects the Dioceses of Durham and Newcastle RE Syllabus
- Providing guidance and support to other members of staff in planning and implementing activities related to the scheme of work, based on meetings, informal consultation and working alongside individual teachers
- reviewing, monitoring and evaluating teachers' planning and work undertaken in class to assist in school self-review procedures and work with teachers to set individual pupil, class, year group performance targets
- evaluating the standards achieved and quality of education provided in Religious Education in the school as a whole
- arranging and, on occasions providing in-service training in Religious Education for members of staff
- finding out where to go for information and advice about training and support material in Religious Education
- auditing and evaluating the school's resources for Religious Education and organising them effectively and planning for their enhancement or replacement
- liaison between key stages within the school, and with Secondary Schools

The school will ensure that the Governors are kept informed of school developments in relation to Religious Education. Any future developments and amendments to the school's policy will be placed before the Governors for information, discussion and approval. School developments in relation to Religious Education and the completed school policy document will be made available for inspection by parents upon request.

PROFESSIONAL DEVELOPMENT

Advice and support for the professional development of staff will be sought from the Diocese and the LEA. As with all curriculum subjects, professional training needs for RE for all staff will be identified and met. The RE co-ordinator will attend courses run by the LEA and Diocese to keep abreast of recent developments in RE. This information will be disseminated to the rest of the staff at staff meetings or specific training meetings. Other staff will be encouraged to attend courses relevant to their own particular needs and the staff will work together to further develop the Syllabus and to implement the RE policy.

Links with other policies:

Other policies closely linked to R.E development include:

- Collective Worship Policy
- SMSC Policy
- Bullying Policy
- Behaviour and Discipline Policy
- Equal Opportunities Policy
- Personal, Social and Health Education and Citizenship Policy

- Multi-cultural/Anti-Racist Policy
- Inclusion