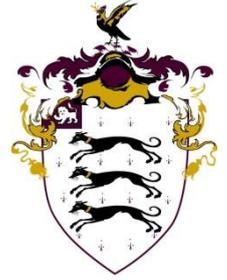


# Sir John Moore C.E. (A) Primary School



## Religious Education Policy

### MISSION STATEMENT

Sir John Moore School is a Christian school, developing confident, caring children.

We encourage everyone to become independent and creative learners, who work hard to achieve their full potential.

We have high expectations of behaviour and care for one another, rooted in the Christian ethos.

### RE STATEMENT

Religious Education at Sir John Moore School enables children to gain a knowledge and understanding of the Christian faith, which provides the ethos and foundation for the entire school.

Children learn in an environment that reflects Christian values, acknowledging and respecting other faith systems, and encouraging children to clarify and develop their own beliefs as they grow and mature. At our core are the Christian values of: Reverence, Compassion and Service.

- **Sir John Moore C.E. (A) Primary** is a small primary school, serving children in the age range of 4 -11 years.
- We deliver Religious Education (RE) in line with the Leicester Diocesan guidelines
- **Sir John Moore C.E. (A) Primary** recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At **Sir John Moore C.E. (A) Primary** we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

## Legal requirements

RE at Sir John Moore C.E. (A) Primary will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6, but does not include children in nursery classes.
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with Understanding Christianity and Leicester Diocesan guidelines.

## Aims

Our aims of RE are that pupils will:

- A Know about and understand a range of religions and world views, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and among individuals
  - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion or a worldview.
- C Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all

- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

These aims are taken from A Curriculum Framework for Religious Education in England and Wales (Religious Education Council 2013).

## Place in the curriculum

The National Curriculum states the legal requirement that:

All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their curriculum by subject and academic year online.

(DfE, The National Curriculum in England: Framework Document, July 2013, p.4)

The Curriculum Framework for RE (2013) is the latest in a chain of documents to recognise RE as a core subject and it is regarded as such at **Sir John Moore C.E. (A) Primary**.

We make cross-curricular links with other subjects where those links are beneficial for pupils' learning and progress in RE. On occasions when strong cross-curricular links cannot be forged with other subjects, RE is taught as a discrete subject.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

In order to maximise the impact of RE sessions and pupils' progress in this subject, we teach through RE days, through RE weeks and in designated regular RE lessons at **Sir John Moore C.E. (A) Primary**.

## Timing

R.E. is taught as a separate subject for Foundation Stage. This covered primarily through the area of Understanding of the world. Key Stage 1 and 2 have a creative curriculum format of which the Understanding Christianity topics are the main themes. It is taught in a thematic approach approximately 3 hours a week by the class teacher, through a creative curriculum approach. Additional to this, the school has RE days during the school year with 3 of those days based on the school's Christian Values.

## Learning and teaching in RE

A wide range of imaginative teaching methods and pupil groupings should be used in effective RE sessions.

**Stories** will be used extensively to:

communicate facts

challenge and promote further thought

stimulate an emotional response

develop theological and SMSC language

provide opportunities for pupils to identify with characters and reflect upon experience.

We use stories from the Bible and other faiths, poetry, fictional stories, true stories, story CDs etc.

b) Use of religious **artefacts** - discussing, handling, drawing, questioning.

We have a box of Christian artefacts and a box of Hindu, Jewish, Sikh and Muslim artefacts and items of religious importance.

c) **Craft**

model making: buildings, puppets, cards, collage, friezes, displays, costumes etc.

d) **Music** - listening to religious music (hymns, songs, chants), singing and creating dance.

e) **Drama** - role play and simulation

f) **Information gather** - research, brainstorming

g) **Discussions**, questioning

h) **Visits** – to Church, Synagogues etc

i) **Visitors** – e.g. Priest in Charge, Parishioners, Youth for Christ

j) **Visual material** - posters, religious art work, ICT and online resources

**Sir John Moore C.E. (A) Primary** recognises that ‘enquiry’ can be instrumental to good learning in RE as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils’ experiences in RE. **Sir John Moore C.E. (A)**

**Primary** caters for this by having a visit to a place of worship in each year group/key stage and inviting visitors from faith communities into RE lessons.

It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

## **Religions and worldviews**

**Sir John Moore C.E. (A) Primary** has followed the recommendations of the Leicester Diocesan guidelines and has selected the following religions and worldviews for focused study in each key stage. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

Reception: Christianity and Hinduism

KS1: Christianity, Judaism and Islam

KS2: Christianity, Hinduism, Sikhism, Humanism and Islam

## **Planning**

**Sir John Moore C.E. (A) Primary** uses the Leicester Diocesan syllabus and Understanding Christianity syllabus to form the basis of its creative curriculum.

In accordance with these syllabuses, pupils will study the following questions/units at each key stage: See appendix 1

All aims of RE are planned for throughout the units of work.

If teachers feel the need to develop their subject knowledge in order to teach these units, they can do so in a number of ways. For example: reading the information sheets given by the syllabus and the Subject Leader, discussion with the Subject Leader and personal research. Additionally, the Subject Leader provides Continuing Professional Development (CPD) sessions for all members of staff based on a teacher knowledge and confidence audit that is carried out every two years.

## **Inclusion**

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible.

Pupils who are Gifted and Talented in RE are given opportunities to demonstrate and develop their strengths.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

## **Assessment**

We plan for pupils to make progress across all aims of RE and measure pupils' achievements by a variety of different types of assessment tasks including, speaking and listening tasks, written, role play etc this is ongoing throughout the unit with sometimes a final assessment task to check for a deeper understanding.

Pupils' attainment in RE throughout the school will be tracked by the Subject Leader in order to ensure that RE provision in **Sir John Moore C.E. (A) Primary** is successful.

As required by law, we report pupils' attainment in RE in written form to parents once a year.

## **Resources**

We have a number of resources around school

- a) teachers' resources
- b) children's library
- c) R.E. boxes – in cupboard in the library
- d) sets of hymn books
- e) CDs of hymns and songs
- f) interest resources – RE online/ Leicestershire Diocese website

Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress.

Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

## Visits and visitors

**Sir John Moore C.E. (A) Primary** understands the importance of visits and visitors to a pupil's experience of RE. We aim to arrange at least one visit for each KS1 and KS2 class.

During their time at **Sir John Moore C.E. (A) Primary**, pupils will have the opportunity to visit a:

Key Stage 1: Our Local church (St Michael's and All angels)

Key Stage 2: Gurdwara, Synagogue, Mosque, Hindu temple and a Cathedral

These visits are arranged by year group leaders/class teachers with the support of the RE Subject Leader in accordance with their RE programme of study.

Visitors from faith communities and the general community can make an important contribution to RE and appropriate visitors are invited to RE lessons at fitting points in schemes of work.

## Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at **Sir John Moore C.E. (A) Primary**. This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning
- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

## **Right of withdrawal**

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.

This policy has been adopted by the governors in consultation with the RE Subject Leader and teaching staff.

Date of reviewed: September 2018

## **Appendix 1**

### **Sir John Moore C.E. (A) Primary School**

#### **RE scheme of work 2017-2021**

*Based on the Leicester Locally Agreed Syllabus and Understanding Christianity Syllabus*

*B= Believing E= Expressing L= Living*

*New unit from Understanding Christianity syllabus*

### **EYFS (Year R) every year**

Autumn 1	F1 Which stories are special and why? (B)
Autumn 2	<b><i>Why is the word God so important to Christians? (B) (CREATION)</i></b>
Spring 1	F3 What places are special and why? (E)
Spring 2	<b><i>Why do Christians put a cross in the Easter garden? (E) (SALVATION)</i></b>
Summer 1	F5 Being special: Where do we belong? (L)
Summer 2	F6 What is special about our world and why? (L)

### **KS1 (Year 1+2): 2 year rolling programme**

	<b>Year 1</b>	<b>Year 2</b>
Autumn 1	1.7 What does it mean to belong to a faith community? (L)	<b><i>Who made the world? (L) (CREATION)</i></b>
Autumn 2	1.2 Who is Jewish and what do they believe? (B)	<b><i>Why does Christmas matter? (E) (INCARNATION)</i></b>
Spring 1	<b><i>What do Christians believe God like? (B) (GOD)</i></b>	1.2 Who is a Muslim and what do they believe? (B)
Spring 2	<b><i>Why does Easter matter? (E)</i></b>	<b><i>As above</i></b>

	(SALVATION)	
Summer 1	1.5 What makes some places sacred? (E)	<i>What is the good news that Jesus brings? (B) (GOSPEL)</i>
Summer 2	As above	As above

*The order of the units can be covered according to year group's curriculum. Ensuring cross- curricular links are made where possible.*

## **KS2: 3 year rolling programme (Y3-5)**

	Year A (2016-17)	Year B (2017-18)	Year C (2018-19)	Year 6 (every year)
Autumn 1	<i>What kind of world did Jesus want? (L) (GOSPEL)</i>	L2.8 What does it mean to be a Hindu in Britain today? (L)	<i>What do Christians learn from the Creation story? (L) (CREATION/FALL)</i>	<i>Creation and science: competing or complementary (B) (CREATION/FALL)</i>
Autumn 2	<i>What is it like to follow God? (L) (P.O.G)</i>	As above	L2.6 Why do some people think that life is like a journey? (E)	<i>How far does following God bring freedom and justice? (L) (P.O.G)</i>
Spring 1	U2.1 Why do some people think God exists? (B)	L2.9 What can we learn from religions about deciding what is right and wrong? (E)	L2.4 Why do people pray? (E)	U2.7 What matters most to Christians and Humanists? (L)
Spring 2	<i>What did Jesus do to save human beings? (E) (SALVATION) Y5</i>	<i>Why do Christians call the day Jesus died 'Good Friday'? (E) (SALVATION)</i>	<i>What is the Trinity? (B) (INCARNATION)</i>	<i>What does it mean if God is holy and loving? (B) (GOD)</i>
Summer 1	<i>When Jesus left, what next? (B) (K.O.G)</i>	<i>What would Jesus do? (B) (GOSPEL)</i>	U2.6 What does it mean to be a Muslim in Britain today? (L)	<i>Was Jesus the Messiah? (B) (INCARNATION)</i>
Summer 2			As above	U2.3 What do religions say to us when life gets hard? (B)

*The order of the units can be covered according to year group's curriculum. Ensuring cross- curricular links are made where possible.*

## **Appendix 1**