



ST. MARY'S

# R.E Policy

## St Mary's CE (A) Primary School

2017-2018

## **Introduction**

RE is central to the purpose of St Mary's Primary school because as a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

## **LEGAL REQUIREMENT**

The Education Reform Act (1988) places RE as part of the basic curriculum; a statutory subject which is an entitlement of all pupils. Since as a Church of England Aided school, St. Mary's is not bound by statutory provision.

In the Aided School RE is the responsibility of governors in consultation with the head teacher. The RE should be in accordance with its Trust Deed, and based on the guidance issued by the Lichfield Diocesan Board of Education through its RE Resource Handbook, which determines the distinctive nature and context for RE. The school has also taken account of the Local Authority RE Agreed Syllabus.

RE in school explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. *Discovery RE* is a scheme of work that ensures children are immersed in knowledge and gain an understanding of the teachings of Christ and the awe and wonder of Christianity.

## **Aims**

At this school, RE supports and strengthens the vision, ethos and the British values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the *Discovery RE* scheme of work.

Specifically, RE aims to enable pupils of all abilities and stages of development to:

1. Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
2. Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
3. Understand how belief may impact on culture, relationships, values and lifestyle.

4. Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings, develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
6. Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
7. Be supported in their own search for meaning and purpose in life.
8. Develop a sense of awe, wonder and mystery. Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.

This year we are also introducing *Understanding Christianity* scheme of work in year 3.

The aims of this scheme are:

1. To enable pupils to know about and understand Christianity as a living world faith, be exploring core theological concepts.
2. To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
3. To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

### **How is RE organised in school.**

Using Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Re will be delivered in blocks of lessons in order to facilitate opportunities for teachers to expand on ideas and delve deeper into Christian philosophies.

### **Scheme of work**

#### **Foundation Stage**

<b>Discovery Enquiry</b>	<b>Religions studied</b>
What makes people special?	Christianity
What is Christmas?	Islam/Judaism
How do people celebrate?	Christianity
What is Easter?	Christianity
What can we learn from stories?	Buddhism, Christianity, Islam, Hinduism

What makes people special?	Christianity, Islam, Judaism
Parable - The Lost Sheep	Christianity

### Year 1

Discovery Enquiry	Religions studied
Does God want Christians to look after the world?	Christianity
What gift would I have given to Jesus if he had been born in my town, not Bethlehem?	Christianity
Does going to the mosque give Muslims a sense of belonging?	Islam
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Is Shabbat important to Jewish children?	Judaism
<i>Parable</i> - The Lost Coin	Christianity

### Year 2

Discovery Enquiry	Religions studied
Does praying at regular intervals every day help a Muslim in his/her everyday life?	Islam
Why did God give Jesus to the world?	Christianity
What is the best way for a Jew to show commitment to God?	Christianity
Is it true Jesus came back to life again?	Christianity
Is it possible to be kind to everyone?	Christianity
Does celebrating Chanukah make Jewish children feel closer to God?	Judaism
<i>Parable</i> - The Good Samaritan	Christianity

### Year 3

Discovery Enquiry	Religions studied
Does celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
What is good about Good Friday?	Christianity
Does completing Hajj make a person a better Muslim?	Islam
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism
<i>Parable</i> - Wise and Foolish builders	Christianity

### Year 4

Discovery Enquiry	Religions studied
How special is the relationship Jews have with God?	Judaism
What is the most significant part of the nativity story for Christians today?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
Is forgiveness always possible?	Christianity
What is the best way for a Jew to show commitment to God?	Judaism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism
<i>Parable</i> - The parable of the sower	Christianity

### Year 5

Discovery Enquiry	Religions studied
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What is the best way for a Hindu to show commitment to God?	Hinduism
Is the Christmas story true?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
Did God intend Jesus to be crucified?	Christianity
What is the best way for a Muslim to show commitment to God?	Islam
Do people need to go to church to show they are Christians?	Christianity
<i>Parable</i> - Lost (prodigal) son	Christianity

## Year 6

<b>Discovery Enquiry</b>	<b>Religions studied</b>
Is anything ever eternal?	Christianity
How significant is it that Mary is Jesus' mother?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Is Christianity still a strong religion 2000 years after Jesus was on the Earth?	Christianity
Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Hinduism
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam
<i>Parable</i> -The parable of the talents	Christianity

### Differentiation

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS 1 and 2 classes with special educational needs, each enquiry has level exemplars for the full range likely for that age group, allowing children to evidence levels from L1 to L5.

### Assessment including recording and tracking progress.

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level. Each enquiry has assessment levels and exemplars based on the current nationally agreed levels.

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

## **Attainment Descriptors**

The levels contained in the Discovery RE match the current nationally agreed attainment descriptors at the time of implementation. As the locally agreed syllabus is reviewed and changes made to the national requirements it may be necessary to choose a different method of measuring progress and attainment.

## **Monitoring and Evaluation**

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning process.
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

## **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Each class has its own reflection area and all have a cross.

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

At St Mary's, we uphold the Christian ethos of our school whilst still respecting the beliefs and views of others.

We work with due regard to the equality act 2010 to make sure that all our pupils regardless of ethnicity, ability, home language and special educational needs are included and are able to access language lessons.

Reviewed: September 2017

Date for next review: September 2018

Reviewed by: G James / A Mutarah

Signature: .... *G James*.....

Approved at Full Governors by: .....Sonia Oxford.....

Signature: ..... *Sonia Oxford*.....