



Lympstone C of E Primary School RE Policy 2020

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

RE Policy Statement

This policy is intended to provide clear guidance for the delivery of the RE curriculum through-out the school and over the three stages: Foundation Stage, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within our school as expressed in the aims of the school and as set out in the new [Devon and Torbay Agreed Syllabus 2019-2024](#). It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to RE experiences is realised and provide a clear basis from which to plan programmes of work.

INTENT (Aims)

The broad aims of religious education (RE) are set out by RE Today who are a nationally high-quality provider. Our aims are within the Devon and Torbay Agreed Syllabus and the Church of England Education Office Statement of Entitlement (2016).

The purpose of religious education in our school is to promote religious literacy. By this, we mean that pupils are able to hold balanced and well-informed conversations about core concepts in religion and belief. Religious Education will explore what people believe and what difference this makes to how they live, so that pupils gain the knowledge, understanding and skills needed to handle question raised by religion and belief, reflecting on their own ideas and ways of living. Our approach sets out the context for open investigation of diverse religious traditions as well as non-religious world views.

The aims of religious education are to enable 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.
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Know about and understand other major world religions -Judaism, Islam, Hinduism, Buddhism and Humanism- and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Show a well-informed, balanced and respectful attitude to religions and world views.
- Engage in meaningful and well-informed dialogue with those of other faiths and those who have a non-religious world view.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions, exploring and enriching their own beliefs and values.

IMPLEMENTATION (Curriculum)

Our curriculum is taken from The Devon and Torbay Agreed Syllabus. It is designed to ensure that religious literacy lies at the heart and that excellence is developed and delivered in RE. This is achieved through studying one religion at a time in each unit and then thematic units build on the learning by comparing the religions, beliefs and practices discussed.

The syllabus has 3 core elements:

- **Making Sense of Beliefs**

Understanding what these beliefs mean within their tradition.

- **Making Connections**

Establishing relationships between these beliefs and pupil's own lives and ways of understanding the world.

- **Understanding the Impact**

Pupils examine why people put their beliefs into action within their everyday lives, communities and their wider world.

Our curriculum uses *mirrors, windows, doors* to ensure that children are learning, reflecting and responding.

In accordance with the structure of the locally agreed syllabus we have agreed that:

- At EYFS pupils begin to feel a sense of wonder and curiosity about RE that is the bedrock of future learning in KS1 and KS2. They begin to understand why they are special and about their sense of belonging. They find out who God is to Christians and visit special buildings such as our church. They learn about the Christian celebrations of Christmas and Easter. Stories are read and children gain experiences about different religions and world views.
- At KS 1 Pupils study religious traditions of Christianity, Judaism and Islam, with reference made to other principal religions, beliefs and worldviews.
- At KS 2 Pupils study religious traditions of Christianity, Judaism, Islam and Hinduism, with reference made to other principal religions, beliefs and worldviews such as Buddhism and Humanism.

RE is taught weekly in each class to ensure that curriculum entitlement is met. To supplement this, we have additional RE Wow weeks, focus days, trips and visitors.

The use of the resources such as *Understanding Christianity and RE Today*, particularly supports the development of the theological perspective.

Each classroom must have a designated reflection area that can be used to enhance RE teaching and during class Collective Worship. This should include The Lord's Prayer, The School Prayer and a Prayer Box.

IMPLEMENTATION (Teaching RE)

Religious education uses a spiral curriculum and the teaching and learning model organised in three areas: Making sense of beliefs, Making connections and Making an impact. Lessons include times to respond and reflect, in KS2 children use *windows, mirrors, doors* as a reflective log. This may be individually or as a whole class. In FS and KS1 RE Big Books are used to record learning in RE and windows, mirrors, doors completed as a class reflection. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, drama, music, thinking skills, naming emotions, being in nature, poetry, prayers, artefacts and stories.

Individual religions are studied in units before comparing religions in the Summer Term. The units are coherent and all build upon previous units of learning.

Core Concepts are explored in each unit eg. 'Incarnation' of God in Christ on Earth- as opposed to just 'Christmas'.

We want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities. We are fortunate to have positive links with our local church leaders who regularly welcome us at church and are willing to come into school to talk to us about religious concepts. This greatly enriches our understanding and our experiences. Sometimes this may be at special times in the Christian calendar such as Christingle, Harvest and Christmas and for special events such as Baptisms and Christenings. We create opportunities for our children to learn more about world faiths and have gained much understanding and enrichment from visits by people of other faiths such as Buddhism, Sikhism and Islam.

IMPACT (Assessment)

The children at Lymestone Primary extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They are encouraged to be curious and to ask challenging questions regarding religion, faith, values and human life. Pupils learn to express their own ideas and give reasons. Through their RE learning pupils are given the opportunity to wonder about the world, explore connections between beliefs and practices studied and reflect on life in the world today.

Pupils are assessed in terms of how they are making progress in relation to the 'I can' statements from the syllabus in each RE lesson. Pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding using **windows, mirrors, doors**. In FS and KS1 **pupil voice** is collected on post it notes in Class RE Big Books. Progress is tracked termly through book scrutiny and teacher assessment. **End of phase assessments** are done at the end of a school year and a comment about their progress is made in the annual report to parents.

In broad terms the following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex
- Moving from simple ideas and beliefs to making connections between them and placing these within a bigger picture or meta-narrative – religious concepts
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldviews through engagement with a broadening and increasingly complex range of information
- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief
- Expressing a broadening understanding of diversity in terms of the nature of religion, non-religion and worldviews
- Respecting the views of others

What children say, do and think embeds outcomes. Children are encouraged to ask and answer questions. We involve families and make RE learning part of the school community through systems such as having Values Stars which are based on our core Christian Values and our School Motto.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. Teachers assess the children in order to ensure that they make good progress in this subject and to plan future work.

IMPACT (Monitoring & Evaluation)

The Subject Leader and Headteacher monitor RE provision and standards through observation, looking at work, talking to children and reviewing the curriculum with staff.

The Subject Leader is responsible for contributing to the SIAMS self-evaluation process. In addition, the governing body monitor the role of religious education through the Ethos Portfolio and therefore contribution to the Christian ethos of the school.

The Right of Withdrawal from RE

Lympstone C of E Primary School are inclusive but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

Managing the right of withdrawal

- Requests will be reviewed annually, no reason need to be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school although they should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will not be detrimental to learning.

Role of the RE Leader

- To ensure that the RE policy is implemented and to keep up to date with reviews.
- To have oversight of the RE curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To maintain and build priorities set by the school.
- To develop links with the Church and Diocese.

- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Personal, social and health education (PSHE) and citizenship

RE contributes to the teaching of personal, social and health education, and citizenship. The planned activities that children do within the classroom often encourage them to work together and respect each other's views and achievements. We also present children with real-life situations in their lessons which they have to consider thoughtfully. There are many opportunities in the school to support the work of charities, developing an understanding of our school values and support for each other.

Spiritual, moral, social and cultural development

The teaching of RE supports the social development of our children through the way we expect them to work with each other in lessons and the implementation of window, mirrors and doors. We actively teach children how to discuss their ideas, give support and constructive feedback to their peers. Children work in mixed ability groups, developing a supportive and nurturing ethos.

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