

KING INA



CHURCH OF ENGLAND ACADEMY

# Religious Education Policy

**September 2017**



**Healthy School**

## **Rationale**

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At King Ina C of E Academy, we develop the children's knowledge and understanding of Christianity and other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

## **School Mission Statement.**

King Ina C of E Academy aims to:

**Develop happy, hardworking learners who achieve their  
full potential in a secure Christian  
environment.**

## **Academy Aims**

**We aim:** To build on the academy's Church of England foundation and encourage a way of life which respects the beliefs of others.

Through daily worship, religious education and celebration of Christian festivals.

Through a considered partnership between all parents, governors, staff and children which affirms the ethos of the academy.

Through active links with the Church and the community.

**We aim:** To develop the potential of each child.

By delivering a curriculum that is relevant, engaging and inspiring; using appropriate teaching methods and strategies.

By developing learning skills.

By affirming every child's self-esteem through encouragement.

**We aim:** To help each child look to the future with confidence.

By awakening an appreciation of art, music, sport and the wider curriculum as sources of permanent enrichment to all.

By developing a way of establishing friendships and resolving differences based on the acknowledgement of each person's gifts.

By a healthy respect for one's own body, personal history and unique

personality.

**We aim:** To provide a well-managed academy.

Which anticipates the needs of the future with clear structures of administration and communication.

Which promotes the academy as an active partner in the community and works in tune with the local environment.

From these academy aims we focus on our curriculum aims for R.E:

- To develop necessary skills to reflect on personal experiences, to develop individual identities, personal beliefs and values.
- To develop an awareness of spiritual and moral issues in life experiences;
- To develop knowledge and understanding of Christianity and other major world religions;
- To develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- To have respect for other peoples' views and to celebrate the diversity in our school and in society.

### **The legal position of Religious Education.**

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children. The ERA allows parents to withdraw their child from Religious Education classes if they wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Somerset LEA's Agreed Syllabus, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### **Teaching and learning style**

Staff will follow the scheme of work promoted by Somerset and encouraged by the Diocesan entitled 'Awareness, Mystery and Values.' The units for key stage 1 have been organised into a three year rolling programme, and those for key stage 2 have been organised into a four year rolling programme. This will ensure full coverage by the children during their time at King Ina C of E Academy. The units have been carefully selected so that, where possible, they align with other humanities topics.

Teaching will take place for between an hour and an hour and a quarter each week for key stage 2, and an hour a week for key stage 1. This may vary a little each week depending on the theme and activities of the lesson. Teaching will be a mixture of discrete lessons and at times it may be linked to other subject such as English, History, Geography, Music, Art, Dance and Drama. R.E. teaching will also contribute to spiritual, moral, and cultural development within the school, through all areas of the curriculum.

We base our teaching and learning style in R.E. on the key principle that good teaching in R.E. allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the R.E. curriculum.

Our teaching and learning styles in R.E. enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

Children may be asked to carry out research into religious topics. They study particular religious' faiths and also compare the religious views of different faiths on topics such as rites of passage or festivals. Children discuss religious and moral issues.

### **Skills and processes to be developed.**

All children should have the opportunity to:

- Develop an awareness of themselves and others through reflection on their inner feelings and relationships with others,
- Develop a sense of curiosity, awe and wonder related to the natural world, to Christianity and to the other principal religions of the world,
- Develop an understanding of right and wrong and of how their own values relate to their attitudes and behaviour,
- Develop the capacity to explore questions of belief, meaning and purpose,
- Develop a knowledge, understanding and appreciation of practices associated with worship, prayer, celebration and pilgrimage,
- Become familiar with the Bible and view it as a special and precious book,
- Become familiar with festivals, particularly those of the Christian Church,
- Develop an understanding of the church as a community of believers and as a building.

### **Differentiation.**

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

Setting common tasks which are open-ended and can have a variety of responses,  
Setting tasks of increasing difficulty where not all children complete all tasks,

Grouping the children by ability and setting different tasks for each ability group,  
Providing resources of different complexity, adapted to the ability of the child.

### **Curriculum planning in Religious Education**

We plan our religious education curriculum in accordance with the Somerset LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we encourage progression so that there is increasing challenge for the children as they move through the school.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during the key stage.

Our medium-term plans give details of each unit of work for each term. As we have mixed-age classes, we carry out the medium-term planning on a rotation cycle – three years for key stage 1 and four years for key stage 2. By so doing, we ensure that children have complete coverage of the syllabus but do not have to repeat topics.

Class teachers write the plans for each lesson. These list the specific learning objectives for each lesson and give details of how the lesson will be taught, what resources will be used and an envisaged plan for future lessons.

### **Contribution of religious education to the teaching of other subjects.**

#### **English**

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussions, and in this way promotes the skills of speaking and listening. We also encourage the children to write letters and recount information in R.E. tasks in order to develop their writing ability.

#### **Information and communication technology (ICT)**

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation. We make regular use of RE Quest and Refuel.

#### **Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by

promoting tolerance and understand of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **Spiritual, moral, social and cultural development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and develop their knowledge and understanding of the cultural context of their own lives.

### **Teaching religious education to children with special needs**

In our school we teach R.E. to all children, whatever their ability. The teaching of R.E. is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for Individual Education Plans (IEPs).

### **Assessment and recording**

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been complete and we comment as necessary. We use this information as a basis for assessing the progress of each child and for passing information on to the next teacher at the end of the year.

### **Resources**

We have sufficient resources in our school to be able to teach all our religious education teaching units. There is a set of Bibles for both ends of key stage 2 and another set for key stage 1. We borrow religious artefacts and use our own resources to enrich teaching in religious education. The school library has a good supply of R.E. topic books and computer software to support the children's individual research. We also have artefacts for each of the major faiths to show the children when we are studying other faith units of work.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in R.E. is the responsibility of the class teacher. The work of the subject co-ordinator also involves supporting colleagues in the teaching of R.E., being informed about current developments in the subject and, when necessary, providing a strategic lead and direction for the subject in the school. The co-ordinator will also carry out learning walks and a termly work scrutiny.

### **Reporting**

The children's progress and attainment is shared with parents through the written annual report sent out at the end of each summer term.

**Our Rolling Programme for RE**

**Below is the four year rolling programme for key stage 2.**

<b>Year</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>A</b>	<b>UNIT 2 LIFE OF JESUS</b>  <b>WHAT CAN WE LEARN FROM THE LIFE AND TEACHING OF JESUS?</b>	<b>UNIT 5 JOURNEYS</b>  <b>WHY ARE SOME JOURNEYS AND PLACES SPECIAL?</b>	<b>UNIT 4 WHAT'S IT LIKE TO BE A CHRISTIAN?</b>  <b>WHAT DOES IT MEAN TO BELONG TO A RELIGION? (CHRISTIANITY)</b>
<b>B</b>	<b>UNIT 3 WRITINGS</b>  <b>WHY DO RELIGIOUS BOOKS AND TEACHINGS MATTER?</b>	<b>UNIT 1 OURSELVES</b>  <b>WHAT'S IMPORTANT TO ME?</b>	<b>UNIT 10/11 WHAT'S IT LIKE TO BE A HINDU/MUSLIM?</b>  <b>WHAT DOES IT MEAN TO BELONG TO A RELIGION? (HINDUISM/MUSLIM)</b>
<b>C</b>	<b>UNIT 7 EXPRESSIONS OF BELIEF</b>  <b>HOW DO PEOPLE EXPRESS THEIR BELIEFS AND EXPERIENCES?</b>	<b>UNIT 8 QUESTIONS AND MYSTERIES</b>  <b>WHAT DO PEOPLE BELIEVE ABOUT LIFE?</b>	<b>CHURCHES, CATHEDRALS AND PLACES OF PRAYER OF OTHER FAITHS.</b>
<b>D</b>	<b>UNIT 12 WHAT'S IT LIKE TO BE A JEW?</b>  <b>WHAT DOES IT MEAN TO BELONG TO A RELIGION? (JUDAISM)</b>	<b>UNIT 6 BRIDGES AND BARRIERS</b>  <b>HOW DO WE MAKE MORAL CHOICES?</b>	<b>UNIT 9 LIFE STORIES INCLUDING SEA HEROES</b>  <b>HOW SHOULD WE LIVE AND WHO CAN INSPIRE US?</b>

**This is the new four year rolling programme for the key stage 2 RE units which best matches them against the new curriculum topics for King Ina Church of England Academy.**

The original unit titles are in red and the newer question focus titles are beneath in blue.

**Below is the three year rolling programme for key stage 1**

Year	Autumn	Spring	Summer
A	4. FRIENDS, FAMILY & THE COMMUNITY. WHERE WE LIVE AND CHRISTMAS AROUND THE WORLD.	3. SPECIAL BOOKS TOYS AND THE GIANT, THE WOLF AND THE BEANSTALK.	8. THE WORLD AROUND US. JURASSIC FOREST AND SEASIDE.
B	I OURSELVES ME, MYSELF I AND LET'S PARTY	6. RULES AND CHOICES DUNGEONS AND DRAGONS, AND LIGHT AND DARK.	7. SPECIAL PLACES WATER AND GOING PLACES.
C	2. FESTIVALS AND CELEBRATIONS WORLD KITCHEN AND CELEBRATIONS.	5. MILESTONES IN FAMILY LIFE. TIME TRAVELLER AND MONSTERS AND ALIENS.	9. LIFE OF JESUS GO WILD AND GRAND DESIGNS.

This is the new three year rolling programme for the key stage 1 RE units which are matched, where appropriate, with the new curriculum topics for King Ina Church of England Academy.