



RE Policy

Ratified By Full Governing Body

*Living Life in All Its Fullness
John 10:10*

Kineton Primary CofE VA School is fortunate to have a long and established link to St. Peter's Church in Kineton. The vicar is a member of the governing body and the Church holds weekly collective worship in school. Once a term, the school visits the Church for Collective Worship.

Religious Education Policy

Introduction

Kineton Church of England Voluntary Aided Primary School is proud of the quality of love and care extended to all its members. The School is committed to providing an R.E. programme that is in accordance with the aims of the School Vision and (as a Voluntary Aided School) the Warwickshire Agreed Syllabus for Religious Education.

Our School Vision

At Kineton Primary School, our vision of *being a place where everyone can believe, grow and achieve* drives everything we do.

Believe

Guided by our Christian values, we encourage everyone in our school to **believe** in themselves and others. We **believe** in treating them as individuals, supporting them as they build confidence, discover their own strengths and develop a lifelong love of learning.

Grow

We create a nurturing environment both inside and outside the classroom. Through inspirational teaching, creative use of our large open spaces and partnership with our local community, we encourage our children to **grow** in their knowledge and abilities.

Achieve

We support, encourage and motivate everyone at our school on their path to future success. We aim to help them fulfil their potential and **achieve** more than they ever thought possible.

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret, and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the right of others to differ.

The Principal Aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The aims of RE

The curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a range of religions and worldviews, so that they can:**
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
 - identify, investigate and respond to questions pose, 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.
- 2. 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 or religion.

3. 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.

What do pupils learn about in RE?

Believing

Including religious beliefs, teachings, sources and questions about meaning, purpose and truth.

Expressing

Including religious and spiritual forms of expression and questions about identity and diversity.

Living

Including religious practices and ways of living and questions about values and commitments.

Christian Distinctiveness

To ensure that pupils make excellent and appropriate progress in their knowledge and understanding of Christianity and the Anglican tradition, religious education at Kineton Primary School will include opportunities to:

- Explore the experience of the Church's year (through collective worship particularly);
- Study of the story of the local Christian community with its saints (St Peter);
- Visit places of worship, especially the local parish Church and Chapel, to develop the understanding of the church as a living community;
- Welcome visitors from the local parish to share their experience of Christian belief and life;
- Learn about and from the life, teaching and example of Jesus Christ through the gospels

- Explore and discover Christianity nationally and globally and to recognise and learn from diversity within Christianity
- See the Christian faith in the context of religious diversity, learning about and from other major religions and beliefs in the UK
- Face the challenges of diversity with respect

RE in Early Years Foundation Stage

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

RE in Key Stage 1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to questions about their ideas.

Key Questions

Believing

- Who is a Christian and what do they believe?
- Who is a Muslim and what do they believe?
- Who is Jewish and what do they believe?
- Who is a Hindu and what do they believe?
- Who is a Sikh and what do they believe?
- Who is a Buddhist and what do they believe?
- What can we learn from sacred books?

Expressing

- What makes some places sacred?
- How and why do we celebrate special and sacred times?

Living

- What does it mean to belong to a faith community?
- How should we care for others and the world, and why does it matter?

Curriculum Opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a) Listen and respond to visitors from local faith communities
- b) Visit places of worship and religious significance where possible, to develop and enhance learning at this key stage
- c) Begin to use ICT to further explore religions and beliefs practised in the local and wider community
- d) Use everyday and religious language to talk about their own beliefs, ideas, values, feelings and experiences
- e) Use their senses and have times for quiet reflection
- f) Use other curriculum areas such as art and design, music, dance and drama to develop and express their ideas in a variety of forms

RE in Key Stage 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material

they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Key Questions – Lower KS2

Believing

- What do different people believe about God?
- Why is the Bible so important for Christians today?
- Why is Jesus inspiring to some people?

Expressing

- Why do people pray?
- Why are festivals important to religious communities?
- Why do some people think that life is like a journey and what significant experiences mark this?

Living

- What does it mean to be a Christian in Britain today?
- What does it mean to be a Hindu in Britain today?
- What does it mean to be a Buddhist in Britain today?
- What can we learn from religions about deciding what is right or wrong?

Key Questions – Upper KS2

Believing

- Why do some people think God exists?
- What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)
- What do religions say to us when life gets hard?

Expressing

- If God is everywhere, why go to a place of worship?
- Is it better to express your beliefs in arts and architecture or in charity and generosity?

Living

- What does it mean to be a Muslim in Britain today?
- What does it mean to be a Sikh in Britain today?
- What matters most to Christians and Humanists?

- What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?

Curriculum Opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a) Encounter people from different religious and cultural groups
- b) Visit places of worship and religious significance where possible, to develop and enhance learning at this key stage
- c) Develop the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally
- d) Discuss religious, ethical and philosophical questions, giving reasons for their own beliefs and those of others
- e) Reflect on their own and others' beliefs and values
- f) Use a variety of forms of expression to express and communicate their own and others' insights
- g) Identify and explore the connections between RE and other subject areas
- h) Begin to recognise diversity within religious traditions and human experiences

Teaching and Learning

In a Church of England aided primary school, the importance of religious education in a should be reflected in high achievement as an outcome of effective teaching and learning

Effective teaching and learning in RE is characterised by:

- Clear understanding, on the part of governors, teachers and pupils, about the underlying purpose of RE
- Imaginative use of challenging and evocative resources to stimulate the pupils' imagination and encourage them to explore their personal responses

- Sustained learning, linked to work in other areas of the curriculum, notably English, PSHE, art, drama and music
- Careful use of creative activities that support and enhance the central focus of learning in RE rather than detract from it
- Effective use of teachers' subject knowledge to ensure a staged development of pupils' knowledge, skills and understanding
- A high expectation about pupils' ability to use the skills of enquiry

Managing the RE Curriculum

In Voluntary Aided schools the management of RE is a distinctive role of the governors in association with the head teacher. Responsibility for the provision of RE lies with the governors, in accordance with the school's trust deed. At Kineton Primary, the head teacher, the vicar and RE leader have oversight of the RE curriculum.

Planning.

Using the Warwickshire Agreed Syllabus, teachers will consider the following three things:

- What are we trying to achieve?
- How will we organise the learning?
- How will we measure success?

Assessment and National Expectations in RE

The curriculum's key question documents set out the knowledge, skills and understanding that pupils with different starting points are expected to have by the end of the unit.

The key questions consist of 3 differentiated sets of learning outcomes: emerging, expected and exceeding. Each describes the evidence that pupils working at that level should characteristically demonstrate. At the end of each unit, teachers assess which of the emerging, expected and exceeding outcomes have been achieved by the majority of the class. Any child achieving significantly below or above this will also be highlighted, in line with the school's assessment policy. This information is then forwarded to the RE subject leader who uses the information to monitor RE across the school.

The contribution of RE to the spiritual, moral, social and cultural development of pupils

RE is a key driver in providing opportunities for personal development. However we also adopt a whole school and cross curricular approach to support and inform the development of our pupils.

Spiritual development

Spiritual development within RE enriches and encourages the pupils' interpretation of God the creator, of their 'inmost being' and of the wonder of the environment.

Moral development

The school's approach to moral development is based on the teachings of Jesus Christ and other religious figures, which offer pupils a secure foundation stone on which to make decisions and build their lives.

Social development

Social development develops pupils' understanding of what it means to live in a diverse community where the school's vision, based on Christian values, is put into practice.

Cultural development

Cultural development provides opportunities to develop an understanding of Christianity and other religions as worldwide, multi-cultural faiths that have an impact on the lives of millions of people.

Equal opportunities

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and for understanding of religions and beliefs. Structured learning objectives are designed to support the less able and to extend the more able in ways which are sensitive to issues relating to personal belief and practice, cultural beliefs and lifestyles.

Reporting to parents.

Religious education is included in the annual report to parents.