



Religious Education Policy

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Ratified by Governors



'Live life in all its fullness' (John 10:10)

Introduction

Kineton Church of England Voluntary Aided Primary School is proud of the love, care and quality of learning extended to all its members. The School is committed to providing an R.E. programme that is in accordance with The Church of England's Statement of Entitlement for Religious Education, the School Vision, the Warwickshire Agreed Syllabus for Religious Education and the school's trust deed.

Our School Vision

At Kineton Primary School, we all aspire to believe, grow and achieve as we strive to be who God calls us to be and live life in all its fullness.

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.

The Principal Aim

The principal aim of RE is to engage pupils in a curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. Pupils will be given opportunities to understand and make links between the beliefs, practices and value systems of a range of faiths and world views. This will be through systematic enquiry into significant human questions which religion and world views address, so that pupils 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 Christianity as a living faith, so that they understand:**

- Its diversity in different communities and amongst individuals within Britain and beyond.
- how it influences the lives of people worldwide
- it is the religion that has most shaped British culture and heritage.

2. 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 amongst individuals.
- show respect for different views and interpretations
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and world views.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

3. Express ideas and insights about the nature, significance and impact of religions and world views, 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.

4. 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 Religious Education?

In the Coventry and Warwickshire Agreed Syllabus, learning objectives are linked to the following themes:

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.

Christianity is the majority study in Religious Education with at least 2/3 of the curriculum focused on this. In addition to the locally agreed syllabus, we also use the syllabus Understanding Christianity. This is a curriculum designed to help pupils develop in their own thinking and understanding of Christianity by learning about its key theological concepts. These include God, Creation, The Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God. This is a spiral curriculum with the different concepts being revisited as children move through the school. Each unit is planned to contain aspects of making sense of religious text, understanding the impact and making connections.

Making Sense of the Text

- developing pupils' skills of reading and interpretation;
- understanding how Christians interpret, handle and use biblical texts;
- making sense of the meanings of texts for Christians.

Understanding the Impact

- examining ways in which Christians respond to biblical texts and teachings;
- understanding how Christians put their beliefs into action in diverse ways within the Christian community and in the world.

Making Connections

- evaluating, reflecting on and connecting the texts and concepts studied;
- discerning possible connections between these and pupils' own lives and ways of understanding the world.

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:

- Mark some key festivals of the year, in addition to in collective worship;
- 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
- Embrace the challenges and richness of diversity, with respect and curiosity

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, and in line with the Religious Education curriculum. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Children in EYFS should experience a predominantly Christian curriculum, along with other religions and world views 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 should be encouraged to 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.

Religious Education 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 a range of ideas.

Curriculum Opportunities

During this key stage, pupils should continue to experience a predominantly Christian curriculum and 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, including from St Peter's Church in Kineton.

- 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 deepen their knowledge and understanding of Christianity, providing opportunities for real dialogue and consideration of 'big questions' to 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. They should show an informed and respectful attitude to religions and world views whilst identifying relevant information, selecting examples and giving reasons to support their ideas and views.

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
- i) develop higher order thinking skills and have a maturing Biblical literacy

Teaching and Learning

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

Effective teaching and learning in Religious Education is characterised by:

- Development of staff expertise in RE
- Clear understanding, on the part of governors, teachers and pupils, about the distinctive role and purpose of Religious Education within church schools
- 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 and monitor its effectiveness.

Planning.

The R.E. subject leader has created a long-term plan for R.E. which balances units from the Agreed Syllabus and Understanding Christianity. It ensures that at least 2/3 of R.E. curriculum time has Christianity as the majority religion being studied, in line with the Church of England Statement of Entitlement. Each year group will learn some units from the Agreed Syllabus and some from Understanding Christianity. All classes undertake units of Incarnation and Salvation.

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.

Assessment Sheets are created at the end of each unit for each year group, in which the teacher assesses whether the children are beginning, developing, secure or working at greater depth in their R.E. knowledge and skills. In Agreed Syllabus units, these are sorted into Believing, Expressing and Living. In Understanding Christianity units these are sorted into Making Sense of the Text, Understanding the Impact and Making Connection. 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 and support teachers in making any necessary changes to curriculum delivery.

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

Our school vision 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 as creator, redeemer and sustainer, of their 'inmost being' and of the wonder of the environment, enabling them to flourish.

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. We teach the 'golden rule' of Christianity- 'treat others as you wish to be treated' and refer to Jesus' teaching – be kind to one another. Our behaviour policy emphasises forgiveness, which is also one of our school values.

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 to develop 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.