

Isham C.E.V.A. Primary School

R.E. Policy

Introduction

‘There are two educations; the one that teaches how to make a living and the one that teaches how to live.’

Anthony de Mello

‘Who is our community? The Samaritan? The outcast? The enemy? Yes, yes of course. But it is also the whale, the dolphin and the rainforest. Our neighbour is the entire community of life, the entire universe. We must love it all as our self.’

Brian Patrick

Our first task in approaching another people, another culture, another religion, is to take off our shoes, for the place we are approaching is holy. Else we may find ourselves traeding on peoples’ dreams. More seriously still we may forget that God was here before our arrival.’

Max Warren

*(quotes taken from Better Religious Education, Better People, Better Communities
Peterborough Board of Education)*

The Contribution of Religious Education to the Purposes of Education

*– Taken from ‘The Agreed Syllabus for RE in Northamptonshire’ Peterborough
Diocesan Board of Education*

RE supports the purposes of the whole curriculum. The 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which

1. promotes the spiritual, moral, cultural, mental and physical development of learners
2. prepares all learners for the opportunities, responsibilities and experiences of later life.

The Northamptonshire agreed Syllabus ‘Growing Together’ offers pupils opportunities for personal reflection and spiritual development, deepening the understanding of beliefs and faiths in people’s lives – individually, communally and cross-culturally.

At the heart of the syllabus lies a commitment to focus on ultimate questions and ethical issues. This enables pupils to appreciate their own and others’ beliefs and cultures and how these impact on individuals, communities, societies and cultures. The Agreed Syllabus aims to promote religious understanding, discernment and respect, and to challenge prejudice and stereotyping.

The Objectives of Isham CEVA School

Mission Statement:

The Governors, staff, parents and children are committed to developing a positive, challenging learning environment in which all pupils can achieve their full potential. This aim is to be cherished by all who join the caring Christian family of our school. Consideration and tolerance of each other is fundamental to the achievement of our academic, spiritual, social, moral and emotional goals; as expressed in our Ethos Statement.

Ethos Statement:

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The school encourages an understanding of the meaning and significance of all faiths, and promotes Christian values through the experience it offers to all its pupils.

Aims of RE at Isham School:

To develop successful learners who enjoy learning, make progress and achieve.

- By building knowledge and understanding of religion, beliefs and the fundamental questions of life
- By developing skills and attitudes that enable broad minded and open hearted engagement in a diverse world
- By studying their own views and views of others on ultimate questions
- By making links between beliefs, values, ways of life and religious practice and with their own experiences, ideas and viewpoints

To develop responsible citizens who are able to make a positive contribution to society.

- By asking and exploring answers to questions about life, individuals and society
- Raising issues of local, national and global concern and placing them in spiritual and moral contexts
- Understanding the beliefs and practices of religions and world views
- Considering and clarify the values by which we live
- Considering the beliefs behind environmental action, the needs of refuges and aid workers and by understanding the connections between beliefs, lifestyle and ultimate questions
- Considering the idea of responsibility
- Evaluating ethical issues and debates

Planning

Planning is in line with the Agreed Syllabus for Religious Education in Northamptonshire, as supported for Aided Schools by the Diocese, and uses resources from Curriculum 2014 where appropriate. There is:-

- Long-term planning which ensures continuity across both Key Stages and ensures year on year progression within mixed age classes.
- Medium-term planning, which is organised according to the Agreed Syllabus for Religious Education in Northamptonshire, and highlights objectives which are to be covered at a particular time of year.
- Short-term planning refers to detailed weekly objectives which give an indication of the activities set to achieve the learning outcomes. These are detailed in the staff Day Books.

Teaching and Learning

R.E. will be taught for a minimum of 36 hours per year in KS1 and 45 hours KS2. This may be taught in blocks or weekly over the term depending on the focus of the work. Year R will spend a minimum of 30 hours on adult led RE based learning. 50% of the taught syllabus will focus on Christianity with the other 50% focussing on major world faiths.

In Yr R, children learn about Christianity, faiths represented in their class and school and learn about the local church.

KS1 study Christianity and Judaism and KS2 study Christianity plus 3 other religions (Islam, Hinduism & Sikhism).

These are shown on our Long Term Curriculum Map

R.E. lessons and Circle Time will contribute to a child's Spiritual, Moral, Social and Cultural Education as they move through the school.

The spiritual aspects of R.E. involve encouraging the pupils to ask and seek answers to important questions and to become aware of the importance of holding beliefs, as well as developing appreciation of the world we live in.

Moral development is encouraged by learning about the teaching of Jesus and by developing understanding of our core values.

Social development is encouraged by taking part in discussion and exploring other societies, and Cultural development takes place through learning about our Christian heritage as well as valuing other beliefs and religions.

Children may be taught as a class or in mixed or ability groups to suit the learning outcome. Input, resources, level of teacher/adult support and extension activities provide differentiation. Class teacher endeavour to cater for all learning styles within their RE teaching. Instructions and activities will be varied to provide a no-fail situation.

Children's learning is split into two targets:

1) learning about religion and belief

This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific belief and religion studied

2) learning from religion and belief.

This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Marking

Marking of R.E. work should be in line with the marking policy / feedback policy overall and teacher's comments should be in line with the lesson objective.

Opportunity for self assessment is embedded into our curriculum. *Please refer to the Marking and Feedback Policy.*

Record Keeping/Assessment/Monitoring

Assessment will correspond to objectives taken from the Agreed Syllabus. The co-ordinator will monitor R.E. work by discussion with teachers, observation, book scrutiny and by providing feedback to class teachers. In addition to this at each year end, standards, progression and coverage will be monitored in each year group.

Parents receive a termly report, detailing content and attainment, written by the class teacher.

Resources

Resources for R.E. are stored both in the entrance hall and in the hall cupboard as well as in classrooms, but all staff may share all resources. Resources are renewed as required.

Equal Opportunities

All children should have the opportunity to fulfil their potential in R.E. regardless of gender, culture or ability. We acknowledge the needs of the more and less able and tailor work to develop individual skills.

ICT

The internet, ipads, dvds and computers are used to enhance the teaching of RE at the class teachers discretion.

Management and Co-ordination

The designated co-ordinator for R.E. is Mrs. Kirstin Howarth. She is responsible for the co-ordination of R.E. throughout the school, The co-ordinator has access to training provided by both the LA and the Diocese and recommends other members of staff to training where necessary. This training is reflected in the SDP

The Governing Body has responsibility for overseeing the implementation of this policy and for ensuring the annual review. There is a named Governor for RE & Worship (currently Mr Douglas Forester) who, together with the ECM Committee, ensures the content and time allocations cover the required syllabus.

Withdrawal

R.E. in school is educational and not evangelistic. However, parents who have any objection, have a right to withdraw their child/children from R.E. lessons after consultation with the head-teacher and R.E. co-ordinator. Such children will be purposefully engaged in other learning activities. This is also stated in our school prospectus. Staff are responsible for the teaching of RE to their class.