Tanworth-in-Arden Church of England
Primary School and Nursery



In God's family, learning, loving,
growing to be our very best.

Religious Education Policy

March 25

This policy was originally formulated in consultation with the Diocesan Board of Education RE Adviser and the Vicar.

Introduction

Religious Education (RE) develops pupils' knowledge and understanding of Christianity, other principal religions and other religious traditions. It offers opportunities for personal reflection and spiritual development and encourages pupils to reflect on issues of belief, faith and ethics and to communicate their responses. RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs.

RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and has an important role in preparing them for adult life. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

The school maintains a strong Christian ethos, expressed in the high quality of relationships within the school and in its strong links with the Parish Church and the local community.

The school is committed to increasing pupils' understanding that they live in a multicultural society and that world faiths and cultures are significant and can enrich their lives.

Aims

The aims of RE at Tanworth in Arden are to enable pupils:

- To develop skills and thinking in Theology, Philosophy and Human/ Social Science.
- To develop understanding of Christianity, as a contribution to the world and their own experience within it.
- To develop awareness of the spiritual and moral dimensions of life-experiences, identify questions and issues which they raise, and respond in a variety of ways to them;
- To develop knowledge and understanding of Christianity, other world faiths and value systems and to prepare pupils for life in Modern Britain;
- To develop understanding of what it might mean to be committed to a religious tradition;
- To reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in the light of their studies;
- To have confidence in their own viewpoint whilst engaging in open and honest enquiry; respecting the right of others to hold beliefs different from their own in a religiously diverse society.
- To develop courageous advocacy.

Each of these aims contributes to the spiritual, moral, social and cultural education of pupils.

The aims of the RE policy will be met through:

- A structured scheme of work for the Foundation Stage, KS1 and KS2
- Familiarisation with Tanworth Church as a place of worship, prayer and fellowship;
- Our lives as a Christian community, taking as much part as possible in the life of Tanworth Parish;
- Seeking opportunites to engage and learn from others in through links and projects.
- The study of world faiths and the structured programme of visits to places of worship on a yearly basis.

Teaching of RE

A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. (C of E Statement of Entitlement)

The school provides a minimum of 5% curriculum time to the teaching of RE and aims to provide 10% as suggested by the Church of England Statement of Entitlement.

The emphasis of the school's teaching will be primarily Christianity. Children will also acquire knowledge and understanding of Buddhism, Hinduism, Islam, Judaism, Sikhism and Humanism across KS1 and KS2.

RE is taught from Foundation Stage to Year 6 using a combination of the Understanding Christianity resource (UC) and the Coventry and Warwickshire Syllabus (C&W). As a Church of England over half of the teaching of RE is focussed on the Christian faith, with the remainder exploring other world faiths and the key concepts linked to all faiths.

Understanding Christianity
The key purpose of the Understanding Christianity is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. The three themes of Making sense of Text, Understanding the Impact and Making Connections are the underlying pedagogy that are covered across eight key concepts that are built upon as the children progress from Early Years Foundation Stage to Upper Key Stage 2.

The eight key concepts are:

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

Planning

Planning in RE is carried out in three phases: long-term (Overview of units), medium term (Unit documents) and short-term (Annotated units).

The long-term plan maps out the units covered in each term during the key stage and identify which units are taken from the Coventry & Warwickshire Syllabus (C&W) and which are taken from Understanding Christianity (UC)

Medium-term planning comprises of the units provided from C&W and UC, which detail key outcomes expected for each unit and gives a range of suggestions for activities which can help the pupils meet those outcomes in an engaging way.

Short-term planning, appropriate to needs of the teacher, may include annotated/highlighted planning from the medium-term unit plans and be included on the half termly plans and weekly timetables.

Activities in RE are planned so that they can build upon the prior learning of the children, with key concepts revisited in a cyclical basis.

Teaching and Learning Style

RE teaching should inspire learners and help them develop higher level skills such as enquiry, analysis, interpretation, evaluation and reflection.

Teachers use a variety of teaching and learning styles in RE lessons, including whole-class teaching and group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Children are encouraged to engage with RE using skills from across the wider, balanced curriculum so that they are able to explore and communicate through a wide range of skills and medium.

Open dialogue is key to developing enquiry and deeper understanding in RE. Circle time and debates may be used to discuss and develop understanding of moral issues, to consider and take responsibility for the consequences of their action for themselves and others.

Equal Opportunities

Children will learn that as a school and a community we value all of God's children. We will use opportunities within RE to challenge stereotypes, where appropriate. All children, regardless of race, gender, class and special needs are offered equal access to the RE curriculum. Parents have the right to withdraw their child from religious education and collective worship.

Special Educational Needs

In all classes there are children of differing ability. Tasks and activities will be differentiated so they are suitable for each child. This may include some occasions when the they are differentiated by outcome.

Assessment, recording and reporting

Formative Assessment

This will be made through:

- Observing pupils working
- Listening to conversations, responses and contributions to discussions
- Looking for sensitivity in pupils' responses to the values of others
- Observing how pupils apply their knowledge and skills
- Marking written work

Strategies for recording and reporting

Each child will have an RE scrapbook, in which a record of their RE learning and reflections will be kept. This will include evidence of individual and group pieces of writing and artwork. It will also record class discussions, drama and music that children have participated in to explore express themselves during RE lessons. In Reception and Nursery, these will be kept in a whole-class floorbook.

Reporting to pupils

Feedback to pupils about their progress in RE is achieved through discussion and through the marking of work. For information in greater detail please refer to the Marking and Assessment policy.

Reporting to parents

This will be done by means of parents' evenings, if requested and annually through a written report.

Summative Assessment

At the end of each unit children should be assessed against the expectations for that unit (UC and C&W) and this will be recorded electronically on the shared drive and analysed by the RE Coordinator.

Role of the RE Leader

The leader will:

- Lead the development of RE in the school
- Provide guidance to individual members of staff
- Keep up to date with local and national developments in RE and disseminate relevant information
- Lead staff meetings
- Review and monitor the success and progress of the planned units of work

Health and Safety

The general teaching requirement for health and safety as outlined in the Health and Safety Policy applies in this subject.

Safe and easy access to the Church is via a gate between the school and the churchyard. A member of staff is present when the children walk to and from Church.

For the annual Remembrance Day parade and Easter Parade, the police are notified in advance and assistance is given with regard to traffic management.

Cross Curricular Links

We recognise that RE contributes to teaching in other curriculum areas, for example:

English

- Discussion – talking and listening
- Written work
- Drama and role play

Mathematics

- Use of dates and recognition of numbers
- Use of graphs and pie charts
- Interpretation of numerical data
- Use of maps, distance and scale (eg in compiling a directory or religious groups in the local area.)

Computing

- Enhancing the skills they use to communicate with other schools and members of faith communities.
- Providing a range of information sources to enhance their knowledge and understanding of religious beliefs, practices and expression.
- Providing access to images of religious buildings and people actively expressing their faith.
- Contributing to pupils' awareness of the moral impact of technology on the changing world.

PSHE and Citizenship

- Religious and moral beliefs and values that underpin choice and behaviour.
- Active citizenship and involvement in society.
- Social and political awareness (eg human rights).
- Similarities and differences in commitment, self-understanding and the search for
- truth and meaning can be recognised, respected and valued for the common good.
- Personal relationships
- Sexual relationships
- Marriage and parenthood
- Drug, alcohol and solvent abuse
- Personal health and hygiene
- Care of the environment and all living things

Music

- Singing and listening to religious songs
- Participation in religious events either instrumentally or vocally
- Composition of religious pieces

Art

- Appreciation of religious art and the beauty of the Church itself on a regular basis
- Production of artwork pictures, paintings and other media to demonstrate ideas and concepts.

Resources

Classroom resources include Bibles and other religious story and information books to support the RE curriculum.

Central resources include electronic clips and artefacts to support the teaching of world faiths – these are kept in a central resource area and on the shared drive, as are specific resources that support the teaching of the C&W units and the Understanding Christianity topics.

External resources include the use of the Church for assemblies, collective worship and RE lessons. Also visitors to the school to assist in assemblies and collective worship and to talk about their faith.

Computing is a major resource for watching films about other religions, retrieving information from websites and programmes and recording information learned in class.

Extra Curricular Opportunities

The exploration of faith at Tanworth is not restricted to RE lessons and collective acts of worship. Children will have the opportunity to be involved in the Christian life of the school in a variety of ways, through clubs and activities that run regularly through the school year. These will usually take place in school and are run in conjunction with the parish church and include:

- Bible Arts and Crafts club
- Prayer & Worship group
- Coffee Shop links