



### The Importance of Religious Education

To a Church school, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as

an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church school through good, well planned and well-organised collective worship, through the example of Christian teachers, and through the quality of RE teaching.

*The Way Ahead, para 4.14*

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. *(Religious Education the non-statutory national framework)*

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development. *(Cheshire Agreed Syllabus 'Encounter and Response')*

### Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Chester Blue Coat C .of E. Primary School.

**The spiritual and moral development of our children underpins all aspects of our school life.**

## Legal Requirements

Ours is a Church of England Aided school, therefore Religious Education must be taught in accordance with the Trust Deed and should reflect the rites, practices and beliefs of the Church of England. The governing body is responsible for the subject in the school. This is delegated to the Headteacher and the Religious Education coordinators on a daily basis.

Following the Diocese of Chester Guidelines for Religious Education, the majority of work in Religious Education will be based on the Christian faith at Key Stage 1 and then the study of Judaism and Islam at Key Stage 2.

Religious Education will be allocated not less than 5% of the timetable. In Key Stage 1 this amounts to between 40-50 minutes per week totalling 36 hours over the year. In Key Stage 2, children should be taught Religious Education for 1  $\frac{1}{4}$  hours per week totalling 45 hours over the year. At our school, staff ensure coverage by following block units of work for each term.

## Withdrawals

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

## Aims

The purpose of teaching Religious Education in school is:

- To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to the daily lives of Christians.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

## Principles

We aim through our teaching:

- To provide a course of Religious Education within the framework of the Diocese of Chester Religious Education Guidelines appropriate to the educational needs of the
- children in our school, at their different stages of development.
- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.

- To assist and encourage experience of religious life and worship.
- To encourage an understanding and appreciation of the rich diversity of religious belief and practice in society today through the study of major world religions.

We aim to encourage children in our school:

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

### **Entitlement**

The children's entitlement is based upon the Cheshire Primary Scheme of Work which has two attainment targets together with the Diocese of Chester Religious Education

Guidelines and these provide the basis for our planning and teaching.

#### **Attainment Target 1 - Learning about Religion**

Children gain knowledge and understanding of the beliefs and practices of Christianity in particular along with Hinduism in K.S. 1 and Islam and Judaism in K.S. 2.

#### **Attainment Target 2 - Learning from Religion**

Developing children's capacity and skill to respond thoughtfully to and evaluate what they learn about religions.

- In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example in Key Stage 1 it may be more appropriate to integrate some areas of the Religious Study programme into a general topic with a thematic approach.

Religious Education in school is organised using a whole school overview or plan. This lays out which units, or themes, should be studied by each year group. References

are made to the Cheshire Scheme of Work and QCA.□

In K.S. 1 and 2, children are taught R.E. in year groups.

Staff annotate their medium term plans as appropriate to show amendments made to suit the particular class.

Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audiovisual aids. Visits to

places of worship, drama workshops and visiting theatre companies also support the work of Religious Education in school.

### **Implementation**

Religious Education will be taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.

Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.

A variety of teaching approaches are encouraged:

teacher presentations, role play and story telling;

questions and answer sessions, discussions and debates;

individual and group research;

use of photographs, pictures and maps and

use of I.C.T. equipment including DVD, video, tape, CD, CD ROMs and the Internet to research and communicate ideas.

Mind Friendly strategies will support teaching and learning as appropriate. Some specific Mind Friendly Lessons will be planned into certain units.

Religious Education may be integrated with other subjects as appropriate for example ICT, History and PSHE & C.

Religious Education resources will be reviewed and updated regularly considering budgetary constraints.

Classroom support will be welcomed under the guidance of the teacher, e.g. Teaching Assistants, skilled individuals and parents etc.

INSET will be included with the Strategic School Improvement Plan. External INSET will reflect budgetary constraints.

### **Foundation Stage**

Although Religious Education is not a statutory requirement for Nursery children it forms a valuable part of the educational experience of all children in the Foundation Stage. Particular links are made with Personal, Social and Emotional Development, Knowledge and Understanding of the World, Communication, Language and Literacy and Creative Development through various themes e.g. Chinese New Year, Celebrations, Caring for the World

### **Special Educational Needs**

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimise inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities. I.E.P's may support children who are identified as having special educational needs. These will specify differentiated learning and assessment. (Please see separate SEN school policy).

### **Equal Opportunities**

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

### **Health and Safety**

Teachers have a copy of the School Health and Safety Policy together with other relevant documents, found in the Staff Handbook. The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

### **Resources**

In K.S. 2, resources are stored in the RE trolley and resource boxes in the main corridor outside the Year 3 classroom. In K.S. 1 R.E. resources are stored in boxes and a cupboard. In K.S. 2 each class teacher has a copy of the RE Resources Audit in their RE planning files. Cheshire County Council 'Topic Boxes' will also be ordered to supplement the resources already in school. Visits to local churches such as St. Thomas, Chester University Chapel and Chester Cathedral will be planned in where appropriate, along with visits from local religious figures.

### **Assessment, Reporting and Record Keeping**

Under the Diocese of Chester Religious Education Guidelines the statutory position is that all pupils will be assessed based on the QCA level descriptions.

In order to show progress towards the end of Key Stage levels, the staff appreciate that they will assess progress against the learning objectives and assessments should be

undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.

Assessment in RE does not involve

assessing the level of spirituality of pupils, nor the degree to which children are willing to reveal their personal beliefs.

Children are assessed once every term against the Cheshire Agreed Syllabus Attainment Targets and the End of key Stage Descriptions. Teachers deliver an assessment task at the end of a topic and then use the 'I can' statements to assess pupils' responses. In K.S. 2 pupils are also expected to self-evaluate using the traffic light system. These assessments will inform future planning, reporting to parents and curriculum monitoring by the co-ordinator and the Head teacher.

The Religious Education coordinators will collect in samples of work from the assessment tasks from each class on a termly basis.

Pupils will be given oral and written feedback on their progress from their teachers. Parents will be made aware of their child's progress in a summative report at the end of the summer term.

### **Monitoring and Evaluation**

The Head teacher has overall responsibility for monitoring and evaluation.

The RE subject leaders will monitor annotated Medium Term plans.

The coordinators will keep files of examples of work from assessment tasks, to demonstrate continuity and progression.

The coordinators will manage resources.

The coordinators will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.

The coordinators will be aware of staff development needs and encourage continuing professional development.

The coordinators will facilitate the sharing of good practice.

The coordinators will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy.

RE Subject Leaders:

Date:

Review Date: September