



Dream to Achieve

'I can do all things through Him who strengthens me.' Philippians 4:13

Houghton St. Giles CE Primary Academy

Religious Education Policy

Review Date: September 2024

Rationale

Houghton St. Giles is committed to giving children the opportunity to learn and develop in a caring Christian community. We aim to provide a stimulating learning environment in which children are respected and encouraged to fulfil their potential. Our motto is; 'Dream to Achieve,' and Religious Education is integral to our purpose of creating a God-centered school.

The Education Reform Act (1988) places RE as a core part of the basic curriculum: a statutory subject, which is the entitlement of all pupils. As a Church of England VC (Voluntary Controlled) school and an academy our RE provision is based on the guidelines issued by the Lichfield Diocese, through its RE handbook.

As a Church of England School, with a strong Christian ethos, two thirds of our RE teaching is centered on the Christian Faith. However, in all year groups, from Reception to Year 6 children explore world faiths and gain a deeper knowledge and understanding of other world religions. At St Bartholomew's we focus on the beliefs, practises and teachings of Islam and Sikhism, and this knowledge and teaching is developed and built upon as the children progress through the school.

Aims and Expectations

We aim to develop pupils' knowledge and skills across a variety of teaching opportunities; sometimes in discreet RE units and at other times in themed cross curricular work.

RE teaching at Houghton St. Giles enables pupils to:

1. Gain a knowledge and understanding of the Christian faith, explore the Bible as God's living word and understand the importance and relevance of Christ in the everyday lives of Christians.
2. Gain a knowledge and understanding of two other mono-theistic world faiths (Sikhism and Islam) which reflect the multi-faith diversity within our school community. We aim for pupils to be able to contrast and compare the beliefs and practices of Christianity, Sikhism and Islam and discover the richness and diversity of traditions which are not their own, promoting tolerance towards others of different faiths.
3. Develop an awareness of their own spirituality and uniqueness in the eyes of God and encourage a sense of awe and wonder. Widen their understanding of themselves, others and the world around them, within the context of a growing awareness of God.
4. Explore how religious belief influences human relationships and lifestyles, and develop positive attitudes to the beliefs and lifestyles of others. Develop an awareness of moral issues arising in their lives and begin to develop their own informed values based on the Christian Gospel.

Progression

To ensure progression from Foundation through to Year 6 in accordance with National expectations, we have developed a long term plan which is based on Understanding Christianity and the published scheme of work: Religious Education Guidance 2017 Lichfield Diocese Board of Education. This plan states the Unit of work for each half term and references which scheme of work/resource it can be found in.

Programmes of Study in the Lichfield Diocesan Handbook (2006). The expectation for each unit is based on the attainment targets / level descriptors for RE.



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In line with the Lichfield Diocesan end of Key Stage expectations in RE, we aim that:

By the end of FS most children will be able to:

- Understand that all people including themselves have different needs, views, cultures and beliefs that need to be treated with respect.
- Begin to know about their own culture and beliefs and those of other people.

By the end of KS1 most children will be able to:

- Describe some beliefs and teachings of Christianity and two other world religions - Sikhism and Islam
- Recognise, name and describe some religious artefacts, places and practices of Christianity and two other world religions - Sikhism and Islam
- Name and explain the meaning of the main religious symbols of Christianity and two other world religions - Sikhism and Islam
- Recognise important factors in their own lives and begin to relate these to religious beliefs and puzzling questions of life
- Identify how choices and actions affect themselves and others, show an awareness of morals and how Christian values can be applied to lifestyles

By the end of lower KS2 (Years 3 and 4) most children will be able to:

- Present the key teachings and beliefs of Christianity and two other world religions - Sikhism and Islam
- Identify and explain the use of religious artefacts, religious buildings and religious practices of clerics and individuals
- Identify religious symbolism in literature and the arts
- Identify and begin to explain factors that effect their own actions and those of others. Ask and debate questions that have no universally agreed answers
- Explain how beliefs about right and wrong affect people's behaviour, how shared religious values affect the behaviour of communities and individuals and begin to give opinions on moral dilemmas.

By the end of upper KS2 (Years 5 and 6) most children will be able to:

- Present the key teachings and beliefs of Christianity and two other world religions - Sikhism and Islam
- Explain practices, the role of spiritual leaders and lifestyles involved in belonging to Christianity and compare and contrast with lifestyles of two other world religions - Sikhism and Islam.
- Explain some different ways that individuals show their beliefs
- Recognise and express feelings about their own identities and relate these to religious beliefs or teachings. Explain their own ideas about ultimate questions and how these may differ from those of others.
- Explain why different religious communities or individuals may have a different view of what is right and wrong and how to express their own values whilst remaining respectful of those with different values. Show an awareness of the 'grey' areas of moral dilemmas.

By the end of KS2 some children will have developed a deeper understanding and will be able to:

- Show a deeper understanding of Christian beliefs and Biblical teachings. Explore the significance of religious stories from Christianity two other world religions - Sikhism and Islam.
- Understand the significance of religious festivals and meet people who demonstrate a vocation
- Explore the way religious figures are portrayed in the arts.
- Consider the rituals in their own life and recognise and identify if these are cultural, social, family, religious roots. Identify how Christianity two other world religions - Sikhism and Islam respond to 'suffering' and reflect on opportunities to show 'loving kindness'.
- Understand why divisions in groups may occur and the feelings associated with them. Consider the balance between material possessions and spiritual fulfilment, explore the concept of duty, explore rituals that mark changes in life and questions related to life and death.



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Learning and Teaching

RE is taught either as a discreet RE unit or in themed cross curricular work where the learning objectives fits in with the overarching theme for the year group.

Teachers use the 'Understanding Christianity' and the Lichfield Diocese units of work to guide and support them with the delivery of the RE lessons. In addition to this there are long term plans which follow a 2 Year rolling programme, which outline which topics need to be taught and when.

Knowledge organisers outline the key knowledge and skills for each unit and ensures that there is a clear progression.

Inclusion

Teaching follows the guidelines of the whole school policy for equal opportunities, SEN, EAL and G&T. A mixture of different teaching and learning styles are adopted throughout the school.

Sometimes teaching and learning takes place in mixed ability groups which enables peer support and independence. Support and extension materials are provided as appropriate.

Learning Environment

There are opportunities for display of work related to year group termly topics and relevant RE displays are incorporated whenever possible, as this promotes the distinctive Christian character of the school. These can be interactive, include children's work, or be a teaching tool. New technology is used where appropriate.

Monitoring and Evaluation

At Haughton St. Giles there is a termly monitoring plan for all subject areas including RE. This takes the form of monitoring of teaching and learning, monitoring of planning, pupil and staff evaluations, scrutiny of pupils' work, learning walks, and subject audit. Feedback from this monitoring, informs further developments within the subject.

Assessment

In the Foundation Stage, assessment takes the form of observations which inform the EYFS judgements. In Key Stages 1 and 2 the children's work is assessed after each unit using the assessment guidelines by the Lichfield Diocese in collaboration with the resource guidance from RE today. Children are recorded either as working at the appropriate level for their year group, or above or below that level. This information is collated by the Subject Team Leader and informs the monitoring of Teaching and Learning. At the end of the year, these group assessments, together with teacher observations and the work the children have produced, inform the comments to the parents in the end of year report.


Marking and Feedback

Marking and feedback follows our school marking policy. Next steps for improvement and progression where appropriate.

Health and Safety

Health and Safety for RE follows the whole school policy. The 'Be Safe' booklet from the ASE is available for all staff and staff are given regular advice regarding Health and Safety from Health and Safety Coordinator. Health and Safety Guidance is available for staff to access on the shared staff learning platform.

Each member of staff is responsible for the activities and health and safety of their pupils. Risk Assessments should be completed for any activities and trips not covered by generic activity and local visit risk assessments. These should be submitted to the EVC in line with school protocol.

Chair of Governors signature: 

CEO signature: 