

Whitley Chapel C of E First School RE Policy

Our vision is to provide an education of the highest quality within the context of Christian belief and practice in a happy, considerate, safe environment, and to give our pupils space to learn and grow.

“Start children off in the way they should go, and even when they are old they will not turn from it.” Proverbs 22:6

“Seek first the kingdom of God and his righteousness, and all these things will be given to you as well.” Matt 6:33

We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

Our vision for RE

Because Whitley Chapel First School is a Voluntary Aided Church of England School, in keeping with the school's Trust Deed there is a greater emphasis throughout the curriculum on Christianity, with explicit support for the aims and structure of the Anglican Church. We adopt an inclusive approach and encourage all parents to allow children to participate in this important curriculum area.

Teaching and Learning in RE reflects our high expectations and contributes to high standards in all phases.

Pupils will:

- a) Acquire and develop a sound knowledge and understanding of Christianity and other major world faiths – Islam, Judaism and Hinduism.
- b) Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- c) Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of principal religions.
- d) Enhance their Spiritual, Moral, Social and Cultural development by
 - i) gaining an awareness of the fundamental questions of life raised by human experiences and of how religious teachings relate to them.
 - ii) encouraging responses to such questions with reference to the teachings and practices of Christianity and other religions, and to their own understanding and experience.
 - iii) encouraging reflection on their own beliefs, values and experiences in the light of their learning.

The Curriculum

The Religious Education each child receives can be brought into focus under three interrelated categories. These are taken from the Diocesan RE Syllabus introduced in October 2018.

1. Making sense of beliefs.
2. Understanding the impact and significance of beliefs.
3. Making connections between the concepts, beliefs, practices and ideas studied.

This enables the development of pupils' own personal beliefs and values.

Planning

We use the RE Syllabus for Church Schools set out the Diocese of Durham Board of Education and Newcastle Diocesan Education Board as a resource, and wherever possible will follow units explicitly. However, owing to the fact that organisation of classes in our school can vary from year to year according to changes in pupil numbers, elements from topics for different age groups may be selected and made into a composite unit that is suitable for a mixed age class – for example ‘Harvest’ or ‘Christmas’. These units may also be added to or selected from to make effective cross-curricular links, which give more meaning for younger children – for example an RE topic looking at festivals of light from the Hindu, Jewish, Muslim and Christian religions may be planned alongside a Science topic on Light. A two year topic cycle is in place for RE which aims to cover the main areas of the RE syllabus, but may be changed according to class organisation.

Teaching

A range of teaching methods are used to cover the scheme of work, adapted to meet the needs of the class and individuals. Drama, Art and Music are also used to deliver the content in a way that is accessible to all pupils.

In RE lessons, an atmosphere of tolerance and respect is created so individuals have freedom to express their own beliefs in an atmosphere of trust.

Time Allocation

At least one hour per week of lesson time is devoted to Religious Education. Religious teaching within the worship programme, within other curriculum areas and within the general day-to-day interactions with children adds to this.

Cross- Curricular Links

Pupils are encouraged to question, respond and reflect and be sensitive to each others’ views in all curriculum areas. Other links are also made wherever possible, such as in Art, Maths or Geography.

Assessment and Record Keeping

Pupil performance may be assessed through observation, discussion, listening or a collection of evidence.

Planning is annotated with Assessment for Learning comments, and teaching objectives on pupils’ work is marked at the end of each lesson based on the school Marking for Challenge policy. Early Years use statements from Develop Matters to assess progress. A level for each child in each unit for RE is recorded on an RE tracking grid and contributes to the end of year comment in each pupil’s annual report to parents.

Recording work

RE is recorded in a variety of ways. Comments from discussions can be recorded on planning or on post-it notes and drama sessions can be filmed or photographed. Children may respond to a photograph from a drama session to show their understanding and their reflections may be recorded by an adult or in their own words in the child’s individual RE book (yrs R-4), or in a whole class book which is made available to all pupils to look at and share.

Monitoring

The Chair of Governors, Rev Andrew Patterson, will monitor RE termly - planning in the Autumn term, teaching in the Spring term and assessment in the Summer term. Other curriculum governors will be invited to take part in a work scrutiny at least once a year. The RE coordinator will seek opportunities to moderate assessment of RE with other church schools in the Tyne Valley Church Schools cluster.

Resources

Resources are kept in a central location. Artefacts may also be borrowed from Church House or the School Library service.

Equal Opportunities

All children have access to Religious Education and lessons are appropriately differentiated. The right to withdraw a child from Religious Education is respected.

RE Coordinator – Miss Jenny Morgan (Head teacher)

Policy amended January 2019

Next review January 2020