



HEATON ST. BARNABAS CE PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

Rationale

As a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth. RE is central to the purpose of St Barnabas CE Primary school.

At our school, religious education is taught in accordance with the West Yorkshire and Dales Diocesan Syllabus and reflects the distinctive and inclusive ethos of our Anglican foundation. Along with the national curriculum subjects, Religious Education forms the basic curriculum. The purpose of Religious Education is to enable children to learn about religions and to learn from religion.

RE in St Barnabas' primary school explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum at St Barnabas Primary School.

Religious education actively promotes the values of truth, justice, respect for all and care of the environment, in response to God's love for each individual and the world. It places specific emphasis on:

- pupils valuing themselves and others as uniquely created and loved by God
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- sustainable development of the earth.

Religious education also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in the local, national and global community.

Aims

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

RE in St Barnabas school aims to help children and young people to:

- recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world;
- understand the importance of developing relationships with their fellow human beings and with God;
- think theologically and explore questions of life and death, meaning and purpose;
- reflect critically on the truth claims of Christian belief, with the centrality of Jesus, and the consequences in daily life for believers;
- especially, understand the doctrine of prayer and worship and their importance for believers;
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post-modern society;

- respond in terms of beliefs, commitments and ways of living;
- develop a sense of themselves as a significant, unique and precious child of God;
- develop a knowledge and understanding of what is right and wrong, according to Christian faith;
- develop their own ideas in the understanding of moral values and to see their sense of right and wrong to solve simple problems;
- develop the skills to handle the Bible text;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with those of a range of faith traditions' and about a range of faith and non-religious traditions';
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain them in difficult circumstances and in the face of opposition;
- develop a sense of awe, wonder and mystery;
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious).

Legal Framework

The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. Religious education must be taught to all registered pupils in maintained schools including those in the sixth form, except to those withdrawn by their parents. Religious education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools.

There is an overall expectation that all children will participate in RE lessons regardless of race, gender, special needs or faith. However, parents do have a legal right to withdraw their children from religious education. If parents wish to exercise this right either in part or wholly, they should contact the Headteacher. It is hoped that parents will discuss their concerns with the Headteacher before coming to a decision on this matter.

Teaching and Learning

- The scheme of work for RE will maintain a balance between the two attainment targets: Learning about Religions and Learning from Religions.
- There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the RE syllabus.
- The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest. In order to make R.E. a lively and active subject we will employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection.
- Pupil progress and attainment in RE will be tracked and recorded twice yearly onto the school assessment spreadsheets and the school will keep an up-to-date portfolio of evidence to support assessment data in both books and scrapbooks. The use of *I Can* assessment stickers in pupil books show stages of development and achievement.
- Progress in RE will form part of pupils' annual report to parents.
- RE will be taught either as a discrete subject through weekly timetabled lessons across school or as part of a cross curricular approach where appropriate.
- A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.

- Children will undertake a range of activities which may include whole class teaching, small group work in mixed abilities appropriate to the needs of the children.
- There are annual planned events with Hand2Mouth in school delivering personal year group journeys as well as whole school RE Days.
- The study of Christianity forms two thirds of the curriculum with the one third focusing on major world religions. In St Barnabas school the faiths taught in depth in RE at KS1 (Years 1-2) are: Christianity, Islam and Judaism; and at KS2 (Years 3-6): Christianity, Judaism, Hinduism, Islam and Sikhism.
- In accordance with Diocesan policy, sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, will be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%. This is totally separate from the requirements of Collective Worship.

Subject Leadership

The role of the subject leadership is:

- To drive improvements in RE by annual action planning and monitoring of the subject
- To implement the school's RE policy and scheme of work, ensuring that an engaging, high-quality RE curriculum is being delivered throughout the school
- To monitor teaching and learning, planning, and pupils' work in RE
- To ensure that the teaching of RE is fully inclusive
- To keep up-to-date with, and enable other members of staff to be aware of, any new developments relating to this curriculum area
- To attend appropriate courses that will enhance the Subject Leader's role and RE in the school generally, as well as informing other staff of INSET opportunities and arranging/delivering INSET within the school
- To extend and update resources as and when necessary, in line with the school's budget arrangements and ensure resources are accessible and well maintained
- To ensure there are opportunities for pupils to experience and respect all faiths within their learning.

Monitoring

The teaching of RE will be monitored and evaluated by the subject leader alongside the Headteacher on a regular basis. This will be through:

- Lesson observations, work sampling and pupil interviews, as part of the wider monitoring and evaluation process at St Barnabas' School.
- Regular meetings between the named governor responsible for RE and the subject co-ordinator in order to review progress.
- Regular reports to the Governing Body of RE progress and attainment through the Headteacher's Report.
- SIAMs (Statutory Inspection of Anglican and Methodist Schools) external inspection through the Diocese.

APPENDIX 1

OBJECTIVES

The scheme of work for RE will maintain a balance between the two attainment targets: Learning about Religions and Learning from Religions.

AT1 – Learning about Religions

This includes:

- identifying, naming, describing and giving accounts in order to build up a coherent picture of each religion,
- explaining the meaning of religious language, stories and symbolism, - explaining similarities and differences between and within religions.

AT2 – Learning from Religion

This includes:

- giving an informed and considered response to religious and moral issues,
- reflecting on what might be learnt from religion in the light of one's own beliefs and experience,
- identifying and responding to questions of meaning in the light of their learning about religions.

FOUNDATION STAGE

In the foundation stage, children's learning in religious education will make a variety of contributions to the six areas of learning and enables them to work towards the early learning goals. By the end of the Foundation Stage children will have particular opportunities to:

- respond to significant experiences, showing a range of feelings where appropriate
- have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- begin to know about their own cultures and beliefs and those of other people
- have a developing respect for their own cultures and beliefs and those of other people

KEY STAGE 1 (Years 1-2)

By the end of Key Stage 1, the majority of pupils will increasingly have opportunities to:

- learn about Christianity and Hinduism in depth
- encounter some special events, places, people and objects connected with the religions studied
- listen and talk about some stories from religious traditions and begin to identify similarities and differences
- reflect on and talk about puzzling questions which arise from their study of religions, their own experiences and their encounters with the natural world
- think about themselves, their feelings and their relationships with others and begin to develop positive attitudes to diversity and difference, giving careful consideration to the views of others.

At the end of KS1, children are expected to achieve at least Level 2. Some children will have progressed further and will have achieved Level 3. *(Please refer to Appendix 1 for Level Descriptors of Attainment).*

KEY STAGE 2 (Years 3-6)

By the end of Key Stage 2, the majority of pupils will increasingly have opportunities to:

- learn about and develop their knowledge and understanding of Christianity and two other principal religions (Sikhism and Islam) in depth

- encounter key events, places, people and objects connected with the religions studied and discuss their purposes and functions
- consider the meaning of symbols, stories and festivals for members of faith communities
- explore questions of meaning and mystery and use times of stillness to work out their own response to these
- evaluate different points of view and show sensitivity to those whose belief differ from their own
- relate their work in religious education to other areas of the curriculum and their developing knowledge of the world around them.

At the end of KS2, children are expected to achieve at least Level 4. Some children will have progressed further and will have achieved Level 5. *(Please refer to Appendix 2 for Level Descriptors of Attainment).*

APPENDIX 2

Non-Statutory Level Scale of Attainment (for Primary School children)

LEVEL 1

Attainment target 1: Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

Attainment target 2: Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

LEVEL 2

Attainment target 1: Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Attainment target 2: Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

LEVEL 3

Attainment target 1: Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2: Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

LEVEL 4

Attainment target 1: Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

Attainment target 2: Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

LEVEL 5

Attainment target 1: Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

Attainment target 2: Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

LEVEL 6

Attainment target 1: Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

Attainment target 2. Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

APPENDIX 3

TAXONOMY OF SKILLS

Based on the Level Attainment Descriptors:

LEVEL	LEARNING ABOUT RELIGIONS (AT1)	LEARNING FROM RELIGION (AT2)
1	Name	Talk about
2	Retell	Respond sensitively
3	Describe	Make links
4	Show understanding	Apply ideas
5	Explain	Express views
6	Interpret	Express insight
7	Account for	Evaluate
8	Analyse / Contextualise	Justify views

LEVEL OF THINKING SKILLS PROVIDED BY RELIGIOUS EDUCATION

In addition to RE informing values, addressing questions of meaning and combatting prejudice, it also provides children with high level thinking skills which can be utilised across the curriculum.

	KS1	KS2
Investigation	Asking relevant questions.	Knowing how to use different types of sources as a way of gathering information. Knowing what may constitute evidence for understanding religion(s). The ability to ascertain facts.
Interpretation	Ability to draw meaning from artefacts, art, poetry and symbolism.	The ability to interpret religious language. The ability to suggest meanings of religious texts.
Evaluation		The ability to debate issues of religious significance, with reference to evidence, factual information and argument. Weighing the respective claims of self interest, consideration for others, religious teaching and individual conscience.

Analysis		Exercising critical and appreciative judgement to distinguish between belief, prejudice, superstition, opinion and fact. Distinguishing between the features of different religions.
Synthesis		Linking significant features of religion together in a coherent pattern. Connecting different aspects of life into a meaningful whole.
Application		Making the association between religions and individual, community, national and international life. Identifying key religious values and their interplay with secular values.
Reflection	The ability to think reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices.	The ability to think reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices.
Empathy	The ability to consider the thoughts, feelings, experiences, beliefs, attitudes and values of others. Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.	The ability to understand the world through the eyes of others, and to see issues from their point of view.
Expression	The ability to explain concepts, rituals and practices. The ability to communicate the significance of religious symbols, technical terms and religious imagery.	The ability to pursue a line of enquiry or argument. The ability to identify and give expression to matters of deep concern and to respond to religious and moral issues through a variety of media. The ability to give an informed opinion and express a personal viewpoint.