

Responsible body

Title of policy



Governing body

Religious Education

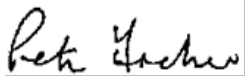
Vision

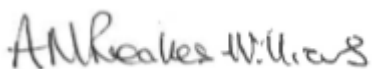


The teaching of R.E. is rooted in our vision for the school. Within R.E. the values flowing from loving one another are unpacked and explored within the context of religious and non-religious belief. Our lessons strive to be of the highest quality resulting in deep learning. The way in which we plan and assess in R.E. demonstrates our belief in making the most of every opportunity and ensuring that children are enriched by their RE learning, producing high quality work as a result. These aspirations for R.E. by Professor Brian Gates eloquently describe our intentions.

Ratified by the Governing Body: Wednesday 9th May 2018

Date for review: May 2021

Signed by:  Chair of governors Date: Wednesday 9th May 2018

 Head teacher Date: Wednesday 9th May 2018

Author	Updated	Page
Ali R-W	March 2018	1 of 9

**RE is like . . .**

a tree: it reaches upwards for our highest hopes, downwards for our roots, and spreads sideways towards others.

the sun: it is a source of illumination and warmth, and a reminder of our dependency for life.

a river: it has its particular direction and flow from individual starting points and it connects with bigger and more universal currents.

a mountain: it gives opportunity for challenging climbs and through it better perspectives on the world.

an oasis: a place for refreshment and inspiration.

RE isn't . . .

speed-dating: instead of a brief encounter, it affords longer-term familiarisation. boringly monochrome: but full of colour and imagination.

an easy option: but a hard think for heart and mind.

a pre-packed and uniform product: instead its ingredients are diverse – they require personal reworking for stability and delight.

peripheral to good education: but the discipline of its deepest core.

1. Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own
Worcestershire Agreed Syllabus 2015-2020

2. Aims

- 2.1. to know about and understand a range of religions and worldviews
- 2.2. to express ideas and insights about the nature, significance and impact of religions and worldviews
- 2.3. to gain and deploy the skills needed to engage seriously with religions and worldviews

3. Legal framework

Astley teaches Religious Education to all registered pupils, according to the trust deed and the Worcester Syllabus (2015-2020) As outlined in the school brochure, parents have a legal right to withdraw their children from RE. However, we hope that any considering this will discuss this with the school before making a decision. The teaching recognises Christianity as the main religious tradition in Great Britain whilst developing knowledge and understanding of other religious and non-religious worldviews.

4. Teaching and learning philosophy

Children progress and learn most effectively when they experience a range of interesting and clear learning opportunities. R.E. lessons will therefore draw on a range of stimuli e.g. handling artefacts, drama, visits and visitors, music and art etc. Use will also be made of computer based activities and interactive displays. There will be opportunities for class, group and individual learning and a balance of practical, oral and written work. The starting point for much of our R.E. work, especially at Foundation and Key Stage One, will be the child's own experience, thoughts and feelings. At Key Stage Two pupils will begin to study faiths in more detail, whilst also reflecting on their own and others' experiences. R.E. teaching aims to support and be supported by other curriculum areas and aspects of school life.



5. Skills and attitudes

In order to appropriately handle RE subject knowledge pupils need to apply skills, processes and attitudes. This, in turn, strengthens the skills and deepens understanding and knowledge. Teachers plan each key question unit of work with these skills, processes and attitudes in mind. (Page 106 Worcs syllabus) The skills identified are broadly hierarchically arranged and some of the more demanding skills will be more suited to older or more able pupils with greater knowledge and experience of RE. The majority may be tackled with children in all key stages, but at different levels of complexity.

6. Organisation

RE is part of the school long term curriculum plan with units of learning organised on a two year rolling programme designed to bring coherence and progression to the learning.

Reception and Key Stage One children learn about the belief and practices of Christians and Jews. Key Stage Two children explore the beliefs and practices of Christians, Jews, Muslims, Hindus, Humanists and Sikhs. The diversity of views within religion is explored, where appropriate, as well as the world views of the local Astley community.

The units are organised on a key question approach encouraging the content studied to be explored in an open and enquiring manner allowing pupils the opportunity to discuss, explain, analyse and investigate. This key question approach also enables pupils to increasingly express personal reflections and responses to the questions posed.

The key questions have either a believing, expressing or living focus. Breadth and balance is attained by including a key question from each of these strands in each year of study.

RE is usually taught discretely to ensure that appropriate standards are achieved. However, RE themed days and links to other curriculum areas are utilised where they enhance the learning. All children will study R.E. for at least 5% of their total curriculum hours (36 hours at Reception and KS1 and 45 hours at KS2).

Teachers plan key question units starting with the learning outcomes and then building in effective learning opportunities which allow pupils to achieve these outcomes. The units are a mixture of additional planning units purchased alongside the Worcestershire syllabus and the Understanding Christianity resource. Both give teachers a range of high quality tasks to choose from. (Appendix one)

7. Links to spiritual, moral, social and cultural development

Spiritual development is a whole school responsibility, led by the Senior Management Team, and has a high priority at Astley School. Our understanding of spiritual development is defined and clearly set out in the spiritual development policy.

Spirituality is the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life.

Page 1 Spiritual development policy Feb 2015

The value we place on spiritual development is also reflected in our vision which defines the underlying values and principles upon which the school operates. The school vision, based on the Christian principle of "Love one another", describes principles that determine how adults and children relate to one another. High quality R.E. plays a significant part in the spiritual development of pupils at Astley, and is often found where teachers use creative stimuli and draw on other curriculum areas as vehicles for R.E.

Author	Updated	Page
Ali R-W	March 2018	3 of 9



Opportunities for spiritual, moral, social and cultural development are identified and planned for within each key question unit of work. These opportunities are clearly indicated on the planning overview. An indication of the breadth of activities that contribute to SMSC education are listed in the Worcestershire syllabus. (Page 103)

In turn RE at Astley makes a valuable contribution to actively promoting British values. It provides a secure knowledge base about a range of religions and worldviews allowing pupils the opportunity to explore identity and belonging, express tolerance and respect and celebrate diversity.

8. Assessment

Assessment is an ongoing and integral part of all planning, teaching and learning in RE and is key to ensuring RE is high quality.

The Worcestershire syllabus gives clear end of key stage expectations (Page 96 Worcs syllabus) divided into the three aims of RE: knowing and understanding about, expressing and communicating and gaining and deploying skills. The curriculum describes a clear progression of understanding, expression and skills which allows teachers both to describe a pupils' current level of attainment and to plan for their next steps of learning. (Page 97 Worcs syllabus) Teachers start with these intended outcomes to ensure their planning and teaching of RE allows children to meet the end of key stage expectations early in each key stage. A pupils' attainment is expressed as working towards, meeting the expected or exceeding the described standard.

Teachers use the more specific key question learning outcomes in the Worcestershire syllabus to ensure the teaching and learning around a key question will allow pupils to make good progress in the key stage whilst also consolidating and embedding current attainment. Teachers assess the achievement of their pupils throughout the unit of work and record these judgements on the school performance tracker. Progress in RE is therefore robustly tracked and underachievement is both identified and addressed at an early stage. This ensures that teachers routinely design appropriate learning activities to secure their pupils' understanding and skills.

The key question learning outcomes are part of each pupils' RE book and used as part of the ongoing conversation with children about their progress. Where achievement has been demonstrated the teacher will tick and date the standard, thus providing the pupil with an indication both of achievement and next steps. Teachers assess pupil understanding constantly throughout a lesson in order to amend their teaching so that children are learning effectively. Work produced by the children is 'marked' by the teacher. Whilst marking can highlight English features, particularly if these are RE specific such as key vocabulary or pronouns describing God or Jesus, feedback should focus on promoting further development in the child's RE skills and understanding. A very useful technique is to pose a further question that will demand that the child thinks more deeply, or perhaps is challenged to justify their opinion more clearly [*NOW challenge*]. Feedback will be given where possible at the beginning of the next lesson which allows pupils time to reflect, respond and learn from the task before moving on.

Attainment in RE is reported to parents within the annual written report. This will clearly state the progress made across the year, the standard achieved in relation to the end of key stage expectations and the next steps in their learning journey.

9. Inclusion

Learning opportunities in R.E. are planned to ensure that all pupils can access the curriculum content and make good progress in their learning. A range of strategies for differentiation are regularly used in R.E. to enable pupils to engage and respond.

Author	Updated	Page
Ali R-W	March 2018	4 of 9

Responsible body

Title of policy



Governing body

Religious Education

10. Monitoring Religious Education

Monitoring the standards of pupils' work and the quality of teaching is the responsibility of the head teacher along with the RE subject leader. This is achieved through participation in lessons, pupil questioning and book scrutiny. The subject leader supports staff and has an overview of the outcomes across the age range through the subject portfolio. She meets with the Hallow RE co-ordinator to monitor RE across both schools. Areas for future development are identified as a result of these activities and included in the School Development Plan.

The Governing Body gain an overview of the subject through a link governor (Sally Fowler) who meets staff and participates informally in RE lessons. The SIAMS toolkit is updated by the Headteacher, RE co-ordinator and governor representatives to provide an up to date snapshot of the subject.

11. Resourcing.

There are a comprehensive range of resources to support the teaching of RE across the school. This includes collections of artefacts for each of the major world religions studied, collections of teacher and pupils' books on these religions, posters and DVDs. Care is taken to ensure that resources reflect the global nature of individual religions. Most of these resources are kept in the R.E. cupboards by the Head's office whilst further books are available to pupils in the school library and classrooms. A list of resources is attached to this policy (Appendix two). Additional resources are planned for and will be purchased as part of a rolling programme.

Author

Updated

Page

Ali R-W

March 2018

5 of 9

Appendix One.

RE long term plan 2018 to 2020		Worcester Syllabus WS Believing E Expressing I Living			
UC strands	Ash – Reception God/Creation, Incarnation, Salvation	Willow - Key Stage One God, Creation, Incarnation, Gospel, Salvation	Elm - Lower Key Stage Two Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God	Oak - Upper Key Stage Two God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God	
2018 to 2019	Autumn A	UC F1: Why is the word God so important to Christians? God/Creation E	UC 1.2: Who made the world? Creation L	UC 2B.3: How can following God bring freedom and Justice? People of God I	
	Autumn B	UC F2: Why do Christians perform Nativity plays at Christmas? Incarnation E	UC 1.3: Why does Christmas matter to Christians? (CL) Incarnation E	UC 2B.4: Was Jesus the Messiah? Incarnation E (CL)	
	Spring A	WS F1: What stories are special and why? B	UC 1.4: What is the good news Jesus brings? Gospel E	WS U2.6: What does it mean to be a Muslim in Britain today? L	
	Spring B	UC F3: Why do Christians put a cross in an Easter garden? Salvation E	UC 1.5: Why does Easter matter to Christians? (CL) Salvation E	UC 2B.6: What did Jesus do to save human beings? Salvation E	
	Summer A	WS F5: Being special-where do we belong? L	UC 1.1: What do Christians believe God is like? God E	WS U2.3: What do religions say to us when life gets hard? B	
	Summer B	WS F3: What places are special and why? E	WS 1.7: What does it mean to belong to a faith community? L	UC 2B.2: Creation and Science; conflicting or complementary. Creation/Fall	
	Autumn A	UC F4: Why is the word God so important to Christians? God/Creation E	UC 2A.1: What do Christians learn from the Creation story? Creation/Fall L	UC 2B.8: What kind of King is Jesus? Gospel /Kingdom of God E	
	Autumn B	UC F2: Why do Christians perform Nativity plays at Christmas? Incarnation E	UC 1.3: Why does Christmas matter to Christians? E (DD) Incarnation	UC 2B.1: What does it mean if God is holy and loving? God E	
2019 to 2020	Spring A	WS F1: What stories are special and why? B	WS 1.5: What makes some places sacred? E	UC 2A.7: What difference does the resurrection make to Christians? Salvation E	
	Spring B	UC F3: Why do Christians put a cross in an Easter garden? Salvation E	UC 1.5: Why does Easter matter to Christians? (DD) Salvation E	WS U2.5: Is it better to express your belief in art and architecture or charity and generosity? E	
	Summer A	WS F5: Being special-where do we belong? L	WS 1.3: Who is Jewish and what do they believe? B		
	Summer B	WS F3: What places are special and why? E			
	Autumn A	UC F4: Why is the word God so important to Christians? God/Creation E	UC 2A.2: What is it like to follow God? L People of God		
	Autumn B	UC F2: Why do Christians perform Nativity plays at Christmas? Incarnation E			
	Spring A	WS F1: What stories are special and why? B			
	Spring B	UC F3: Why do Christians put a cross in an Easter garden? Salvation E			

Appendix Two.

R.E. Resources.

BIBLES.

The Lion Storyteller Bible
DK Illustrated Bible
Beginners Bible
Lion First Bible
Good News Bibles x22

CHILDREN'S NON-FICTION BOOKS

KS1 non fiction books	Sam's Passover Diwali
Folens RE Childrens' book 1	Christianity & Hinduism
book 2	Christianity & Buddhism
book 4	Christianity & Islam & Sikhism

The Children's Haggadah
Rainbow faiths series: My Faith (Christian/Jewish/Hindu/Sikh/Muslim)
I am a Muslim/Sikh, Hindu, Buddist
Storyteller series: Christian/Jewish/Hindu/Sikh/Muslim
Talking about my faith series: Jewish/Christian
The facts about Christianity/Judaism/Hinduism/Sikhism/Islam
Festivals: My Hannukah
Looking at religion: My Christian/Jewish Life
Celebrations: Christmas/Birthday
Little Nippers: My Christmas/Hannukah
Where we worship series; Church/Synagogue/Mandir/Gurdwara/Mosque
Faith Stencils
If the world were a village
The 10 Commandments/The Lords Prayer
I is for India
Celebrate Hindu/Jewish
Celebrations Muslim/Jewish/Hindu

BIG BOOKS

The story of ... Pesach/Prophet Muhammad/ Shabbat/Easter/
Guru Nanak/Rama & Sita/Christmas
Religious Festivals Through the Year
Celebrations! : Easter/Christmas
Around the world festivals
Prayers & poems from around the world.
Joseph Reflect a story (story bag)

TEACHER'S REFERENCE BOOKS

Festivals
RE ideas Christianity
Miracle Maker activity book
A-Z Practical learning strategies
The Islamic Year (Stories & Celebrations)
Bible in Animation book of Old Testament Stories.
Folens Poster Pack 5 to 7 years
Folens Primary RE 3 to 7 years: Key Figures
People & Worship
Special Times
Creation
Teaching R.E.

Folens RE Ideas Bank Christianity/Hinduism/Islam
Introducing Sarah & Paul

Sarah & Paul Again
Cracking R.E. magazines
Teaching about God
Teaching about Jesus
Developing Primary RE:
Picturing Jesus
Words of Wisdom
Faith Stories
Exploring Codes for Living
Special People of Faith and Action
Exploring Leaders and Followers
Special Places
Home and Family
Exploring Beliefs in Action in the World
Stories about God
Exploring the Journey of Life & Death
Symbols of Faith
Special Times
Celebrations
Sacred stories
Teaching RE
Christmas/Easter/Harvest/Pentecost/God/the Church/the Bible/Christianity
Founders/Community/Symbol/Worship/Buddhism/Festival
Judaism/Islam/Sikhism

Christmas Make and Do
Easter Make and Do
Lord's Prayer Unplugged
Bible Storybags
Firm Foundations Book 1
Godly Play Vol 2, 3 & 4

CD ROM

Cracking series: Christmas/Easter/Church Life/God

VIDEO/DVD

Bible in Animation Video Series (with teachers handbook)	Creation & Flood Abraham Moses David & Saul Joseph Ruth Daniel Elijah Jonah
---	---

Pathways of belief videos
Resource pack
Miracle Maker
First Bible Stories
Animated World Faiths

GAMES

Signs and symbols lotto
Follow Me Games KS1/KS2

ARTEFACTS

Hinduism: toy gods doll, gods model, dress, bangles, incense, pooja set
Judaism: prayer shawl, toy rabbi, kippa, menorah, candlesticks, scroll
beads, mecca compass, mezuzah & insert

Islam: mosque alarm clock, subha

Qur'an & stand, prayer mat

Sikhism: shorts, bangles, comb, Sikh symbol, knife & belt

Artefacts Teaching Pack x4

Christianity: Chalice & paten, cross,

POSTERS

Daydream poster set: Christianity/Judaism/Hinduism/Sikhism/Islam

Jesus through Art

The Bible through Art

Folens Photopack x5

Picturing Jesus Pack A and B

GODLY PLAY

Moses

The Good Shepherd

Holy Family

Noah

Church Year

Jonah

Good Samaritan

Sower

David & Goliath

Daniel & Lion's Den