

# Coleshill Church of England Primary School

Inspiring our children to flourish and enjoy 'Life in all  
its fullness' (John 10:10)



## Religious Education Policy September 2020

Date adopted by Governing Body:

Reviewer:

## 1. The School Vision

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school preparing every child for their future.

### 1.1 The School Vision Seen Through this Policy

At Coleshill C of E Primary School, we are committed to children being given a rich and engaging RE curriculum. We centre our teaching on the life and teachings of Jesus Christ and choose the resource Understanding Christianity to support this. However we also uphold our belief that every child and person matters to God and therefore children are taught about other world faiths and view points in a context of tolerance and respect. We use the Coventry and Warwickshire Agreed Syllabus to supplement the Understanding Christianity resource to support our children in their pursuit of becoming religiously literate.

### 1.2 Governance of Religious Education

Coleshill C of E School is part of the Birmingham Diocese Multi-Academy Trust. The Governors, in consultation with the Head teacher have decided, following advice from the diocese, to adopt the Locally Agreed Syllabus (Coventry and Warwickshire) and supplement this with material from the Diocese and elsewhere alongside the Understanding Christianity scheme.

## 2. The purpose of Religious Education

The purpose of Religious Education is to help children with their personal search for meaning. We aim to help children grow in awareness of themselves and to develop a positive attitude towards their emotions, life and learning. This will help the children to face and come to terms with difficult and painful situations that they encounter.

In Religious Education at Coleshill C of E Academy, we aim that Religious Education will:

- foster in children a feeling of fun and to be challenging and inspiring (Coventry and Warwickshire Syllabus) and explore their own religious, spiritual and philosophical ways living, believing and thinking (Statement of Entitlement).
- enable pupils to encounter Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text (Statement of Entitlement).
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faiths and beliefs, providing a lifelong process of helping pupils to understand religion.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places (Statement of Entitlement).
- Teach children that religions have a commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human (Coventry and Warwickshire Syllabus)

In our Primary School, RE is concerned with laying the foundations of understanding by equipping children with the necessary skills to interpret spiritual issues and become religiously literate.

### **3.The Impact of Religious Education**

In accordance with our Christian vision, prominence will be given to the teaching of Christianity. As a church school we are called to find ways to work towards every pupil having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. In Birmingham Diocese, this means that we will endeavour to ensure that encounters with the Christian faith will be positive for the pupils and that they will hear of the story of Jesus. Such encounters will show to the pupils the treasures of the Christian faith in a way that invites, but does not coerce. The values and character of the school will also be shown in the way that attention is paid to the teaching of world faiths particularly those represented in the school community and local neighbourhood. This can include some statements from Excellence and Distinctiveness (2005). Pupils will:

- learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth;
- enrich their own faith through examples of holy living in other traditions.

#### **3.1 Spiritual, moral, social and cultural development**

Learning about and from religious traditions helps pupils to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points pupils towards positive models for their own lives.

#### **3.2 Personal development and well-being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

#### **3.3 Community cohesion**

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the four levels outlined in DCSF guidance.

- 1) The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- 2) The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- 3) The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- 4) The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

#### **3.4 Equality and Religious Education**

The range of activities and contexts for work will take into account the interests and concerns of both boys and girls. Gender stereotyping will be avoided when children are organised into groups, assigned activities

or when arranging access to equipment.

Children of all abilities will be encouraged to take the fullest possible participation in all activities. Dyslexia friendly guidelines are adhered to.

*This policy is written 'with due regard' for advancing equality of opportunity, fostering good relations, tackling discrimination and with Valuing All God's Children 2 at the heart of it.*

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

## **4. Pedagogy and Curriculum Design**

At Coleshill C of E School, high quality learning experiences in RE are designed and provided by careful planning using the locally agreed syllabus, alongside Understanding Christianity, and seeking diocesan advice, taking into account the need to offer breadth of content.

In order to make religious education a lively, active subject we 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 and any others. Each half term, teachers use 'the wheel of activities' (see appendix) to ensure the children engage in a variety of these methods to make sense of the text, make connections and understand the impact. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities. We use a variety of approaches of helping pupils to appreciate, and to begin to develop critical thinking about, religious life and teachings, including enquiry based and philosophical approaches.

The syllabus and scheme will be delivered separately to our foundation curriculum, using both schemes to add planning and coverage. Class teachers will follow the long term plan (see appendix 2) to ensure coverage of all topics throughout a child's life at our school.

### **4.1 Visits and Visitors**

Coleshill C of E School understands the importance of visits and visitors to enhance the children's experience of RE. During their time at Coleshill C of E Primary School pupils will have the opportunity to visit different places of worship linked to the topics covered. These visits are arranged by class teachers with the support of the RE Subject Leader.

Visitors from faith communities and the general community make an important contribution to RE and appropriate visitors are invited to RE lessons at fitting points in schemes of work.

Annual visits include: synagogue, mosque, Hindu Temple, gurdwara and Birmingham Cathedral, as well as regular visits to St Peter's and St Paul's Church.

### **4.2 How RE is organised**

The RE Lead will ensure that the required amount of R.E teaching is taking place (>5%). As a whole school we are following Understanding Christianity and the Coventry and Warwickshire Syllabus. This ensures that termly and yearly objectives are being covered throughout the whole school. The RE Lead will notify staff of any changes to subject requirements and inform new staff of the resources available to teach and support in the delivery of interesting and challenging R.E lessons. All staff are encouraged to share new knowledge and ideas to help to continuously develop the teaching and learning of R.E. RE lead provides opportunities to observe their lessons to aid in the training of NQTS/ new to school.

In accordance with the structure of the locally agreed syllabus we have agreed that:

- At KS 1 pupils study Christianity, Islam and Judaism.
- At KS 2 pupils study Christianity, Humanism, Judaism, Buddhism, Sikhism, Islam, non-religions and Hinduism.

### **4.3 Resources**

We use both the Understanding Christianity Resource and the Coventry and Warwickshire Agreed Syllabus for Religious Education 2017-2022 as a basis for our planning in Religious Education.

The school has a good resource bank for teaching lessons on the six main world religions. These resources can be found in the RE cupboard in clearly labelled boxes and are audited annually. Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress. With regards to these, teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Understanding Christianity and Coventry and Warwickshire Syllabus provide stimulating and effective resources which are saved in Staff Shared for all teachers to access, as well as physical copies in the RE Lead's classroom.

## **5. Assessment and Recording of RE**

Assessment will be an integral part of the learning process and shall be;

- based on clear learning objectives with clear criteria which are shared with and understood by pupils
- arise out of the learning experiences the pupils have had during a particular unit of work
- include open ended tasks which allow pupils to respond at different levels
- differentiated as appropriate
- allow children to show what they know, understand and can do
- take account of different learning styles
- be used to inform future planning and will provide comparative data as a focus for school improvement.

Teachers will assess pupil progress against the learning outcomes for the half term and these will be recorded on FFT, then analysed by the RE Lead.

Every child, beginning in Year 1 has their own book dedicated to recording their RE learning in. These will be marked following the school marking and feedback policy. As well as individual books, each class will have an RE Portfolio to record evidence of any lessons which are practical. We mark a piece of work against the intended learning intention but also in line with the school marking and feedback policy. Much of the work generated during RE is collected in whole class RE books or used as part of displays.

## **6. Monitoring standards of teaching and learning in RE**

The subject leader will monitor RE within the school through analysis of this assessment data, book trawls, planning trawls and learning walks every term. Learning walks will follow the same structure as other core subjects and foundation subjects (see appendix for blank example).

The Headteacher will review outcomes from monitoring to inform the school self-evaluation and in collaboration with the co-ordinator set clear areas for development where necessary to bring about improvements.

## **7. Roles and Responsibilities**

### **7.1 Governing Board and Headteacher**

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD

- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, head teachers might wish to seek advice from their LA or SACRE.

### **7.2 R.E. Subject Leader**

It is the role of the R.E. leader to;

- Monitor planning
- Undertake learning walks
- Monitor books
- Monitor assessment data
- Provide adequate resources
- Develop targets for the School Development plan
- Prepare reports to governors
- Act as point of reference to colleagues
- Notify staff of any changes to the curriculum or subject requirements
- Meet with NQTs/new members of staff and support them
- Take responsibility for the Self-Evaluation Framework
- Proactively pursue opportunities to develop their own subject knowledge and awareness of developments within R.E. locally, nationally and globally and to regularly cascade relevant CPD to class teachers to ensure their subject knowledge is up-to-date
- Develop and continue an action plan for RE

### **7.3 Class teacher**

It is the role of the class teacher to:

- Implement the RE curriculum
- Take account of the range of ability within a class
- Complete half-termly assessments
- Be aware of and use relevant artefacts
- Complete planning units
- Highlight and bring to the attention of the curriculum leader for RE any areas of concern

### **7.4 R.E. Governor**

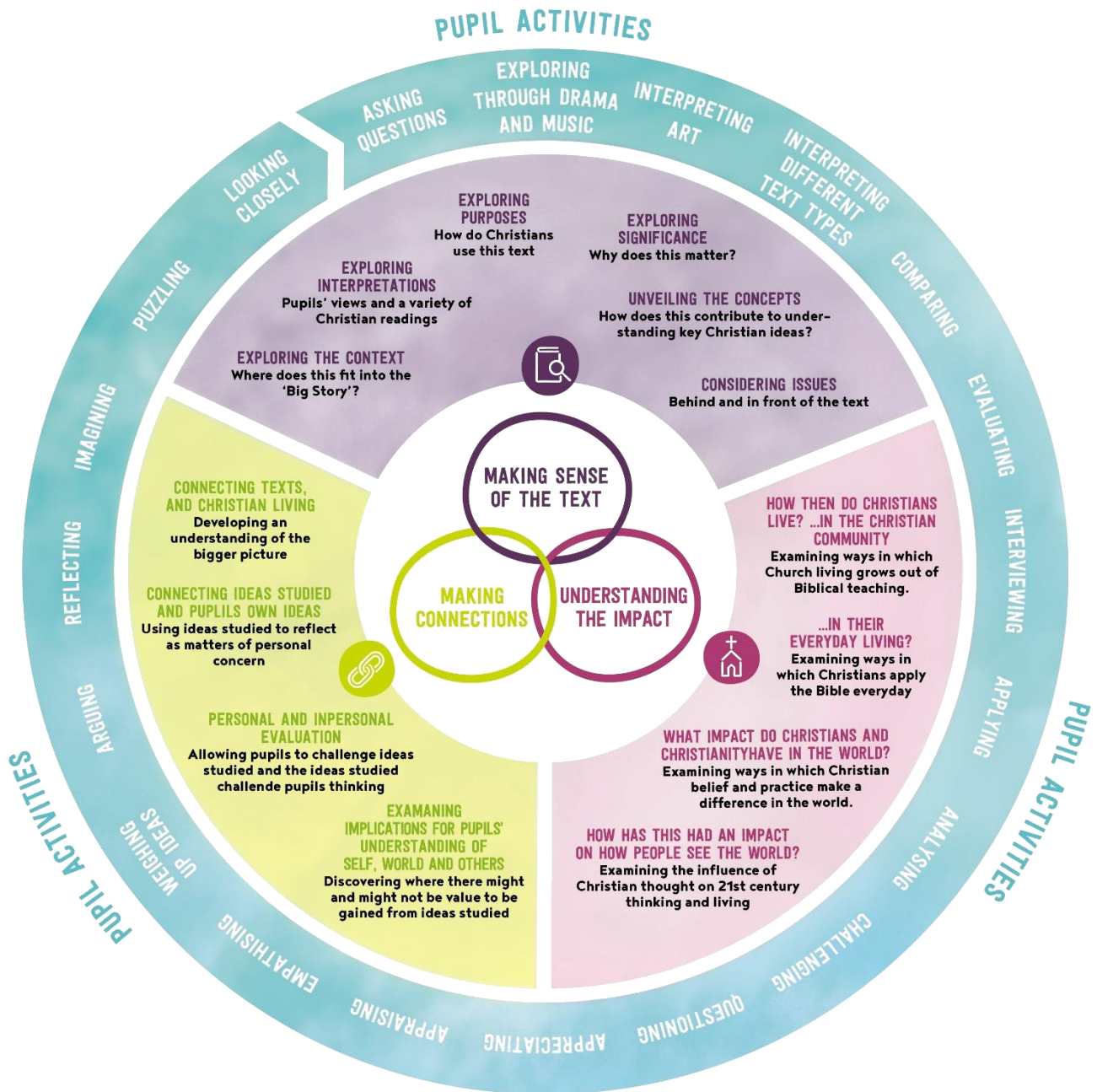
It is the role of the RE governor to:

- Monitor the implementation of this policy
- Inform other governors of the implementation of the policy
- Develop an informed opinion of the school's RE provision
- Undertake joint learning walks with the school's RE co-ordinator
- Undertake joint book trawls with the school's RE co-ordinator

## **8. Parental Rights to Withdraw**

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Coleshill C of E school.

Date of policy review: October 2021





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
T5	<b>God/Creation</b> F1 Why is the word 'God' so important to Christians? <b>Church visit</b>	<b>Incarnation</b> F2- Why do Christians perform nativity plays at Christmas? <b>Digging</b>	F1- Which stories are special and why?	<b>Salvation</b> F3- Why Christians put a cross in an Easter garden?	F3- What places are special and why? <b>Visitors come in</b>	F5- Being special: where do we belong?
Y1	<b>God</b> 1.1 What do Christians believe God is like?	<b>God</b> 1.1 What do Christians believe God is like? <b>Digging</b>	<b>Creation</b> 1.2 Who made the world?	1.3 Who is Jewish and what do they believe?	1.5 What makes some places sacred? Christians, Muslims and/or Jewish people Places of worship <b>visit</b>	1.7 What does it mean to belong to a faith community? Christians, Muslims and Jewish people
Y2	1.2 Who is a Muslim and why do they believe?	<b>Incarnation</b> 1.3 What does Christmas mean to Christians?	<b>Gospel</b> 1.4 What is the Good News Jesus brings?	<b>Salvation</b> 1.5 Why does Easter matter to Christians?	1.6 How and why do we celebrate special and sacred places? <b>Visit</b> (Muslim) Mosque	1.8 How should we care for others and the world, and why does it matter?
Y3	<b>Creation/Fall</b> 2A.1 What do Christians learn from the creation story?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.1 What do different people believe about God? <b>Visit</b> <i>Christians, Muslims and/or Jewish</i>	<b>People of God</b> 2A.2 What is it like to follow God? <b>Visit</b> - church	<b>Incarnation/God</b> 2A.3 What is the Trinity?	L2.4 Why do people pray? Christians, Muslims and/or Muslims
Y4	L2.8 What does it mean to be a Hindu in Britain today? <b>Visit</b> <b>temple</b>	<b>Gospel</b> 2A.4 What kind of world did Jesus want?	L2.2 Why is the Bible so important for Christians today?	<b>Salvation</b> 2A.5 Why do Christians call the day Jesus died 'Good Friday'? <b>Visit-Church</b>	<b>Kingdom of God</b> 2A.6 When Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is like a journey etc. <i>Christians, Muslims and/or Jewish people and non-religious people (eg. human)</i>
Y5	U2.1 Why do some people think God exists? <i>Christians and non-religious (eg. Scientists)</i>	<b>People of God</b> 2B.3 How can following God bring freedom and justice?	U2.9 What does it mean to be a Sikh in Britain today?	<b>Salvation</b> 2B.6 What did Jesus do to save human beings?	U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Muslims and/or Jewish people</i> <b>VISIT</b>	<b>Gospel</b> 2B.5 What would Jesus do?
Y6	<b>Creation/Fall</b> 2B.2 Creation and science: conflicting or complementary?	<b>Incarnation</b> 2B.4 Was Jesus the Messiah? <b>Kingdom of God</b> 2B.8 What kind of king is Jesus?	U2.3 What do religions say to us when life gets hard? <i>Christians, Buddhists and non-religious (eg. Humanists)</i>	<b>Salvation</b> 2B.7 What different does the resurrection make to Christians?	U2.6 What does it mean to be a Muslim in Britain? <i>Christians, Muslims and Muslims</i> <b>Visit</b>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?