



St John's CE First School Religious Education Policy



"As a Church of England School we are guided by our Christian values in supporting the learning of all our children"

'Let us love one another, for love comes from God'

As a Church of England school we are guided by Christian principles and the Dorset Agreed Syllabus. Religious Education seeks to help children learn about different religions and learn from them, developing spiritual insights and beliefs. We aim to foster a sense of awe and wonder in the children, encouraging them to develop a concern for others and for the world in general, assisting them in their own search for meaning and purpose in life. The children participate in acts of Collective Worship and the school has close links with St John's Church.

Our expectations for all children at St Johns are to:

foster a sense of awe and wonder in the children and encourage a concern for others and for the world in general

- develop the children's knowledge and understanding of the Christian faith
- encourage a sensitivity towards and respect for the religious beliefs and practices of others
- contribute to the development of the child's own beliefs and values
- assist the children in their own search for meaning and purpose in life
- identify their own feelings and beliefs and those of others and recognise the relationship between personal beliefs and values
- respond to the spiritual or religious aspects of stories in the light of their own experiences and thoughts
- show that questions of meaning can produce a range of answers
- know and understand some of the ways in which people, including religious believers, show care for and sensitivity to others and act in a particular way because of their religious beliefs
- identify changes and influences on their own ideas, thoughts and feelings
- identify some key beliefs within Christianity and other religious faiths and consider different forms of religious expression
- recognise features of various forms of worship
- explore and reflect upon experience through which questions about awe and wonder, mystery and certainty, doubt and fear may be raised
- to reflect upon Christianity, other religious faiths around the world and no faith as an integral part of becoming a global citizen.
- Preparing children for life in modern Britain

Teaching and Learning

The staff at St John's has agreed the best practice of teaching and learning as detailed in the Teaching for Learning Policy. We aim to develop the whole child within a rich and stimulating curriculum and aspire for all children to enjoy learning.

Religious Education Curriculum Planning

Our planning includes long, medium and short term planning:

- our long term planning is designed to ensure continuity and progression of children's skills, knowledge and understanding throughout the school. It maps out curriculum coverage across each year group
- our medium term planning is based upon The Dorset Agreed Syllabus, Understanding Christianity and supporting documents. These plans identify learning intentions and ensure an appropriate balance of experiences within the curriculum area
- our short term plans are completed by each class teacher for each session taught. They make links, where appropriate with other curriculum areas

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Religious aspects of the children's work to the objectives set out in the Early Learning Goals (ELG'S) which underpin the curriculum planning for children aged three to five.

Religious Education and Inclusion

We enable all children to have access to the full range of activities involved in learning Religious Education, which provides a broad and balanced education for all the children. Through our Religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those who are vulnerable, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Parents have the legal right to withdraw their child from RE and from Collective Worship on religious grounds. Parents are made aware of this in the school brochure. Parents who wish their children to be withdrawn from Collective Worship and Religious education should inform the Headteacher in writing.

Rights Respecting School

As a Rights Respecting school teachers make reference to Unicef articles in our RE lessons and teaching where appropriate. Articles are displayed in each classroom and around the school and are referred to throughout the week.

Article 13: Children have the right to get and share information as long as the information is not damaging to them or to others.

Article 14: Children have the right to think and believe what they want, and to practise their religion as long as they are not stopping other people from enjoying their rights.

Article 15: Children have the right to meet together and to join groups and organizations.

Article 17: Children have the right to reliable information from the mass media. Television, radio and newspaper should provide information that children can understand and should not promote materials that could harm children.

Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24: Children have the right to good quality healthcare, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Assessment for Learning

At St John's we believe that formative assessment focuses on how children learn and promotes their learning. We encourage the active involvement of children in their own learning and teachers assess children's learning in different ways. Teachers make assessments as part of each session to help them adjust their lesson plans. They match these short-term assessments closely to the learning intentions. Verbal feedback is given to help guide children's progress and broaden their perspective. Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each child in relation to age related expectations and records the children's attainment. This is a basis for assessing the progress of the child and the class. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the curriculum leader and the next teacher at the end of the year. The curriculum leader keeps the RE floor books samples of children's work which evidences the achievement in Religious Education for each year group in the school.

Understanding Christianity materials provide progression in each year groups for each concept, by allowing pupils to move from surface learning to deep learning across key stages.

Resources

At St John's we have a wide range of resources to support the teaching and learning in Religious Education across the school. These are stored in individual classrooms and the school library. External visitors and visits are planned for as appropriate.

Monitoring and Review

Monitoring of the standards of children's learning and of the quality of teaching in Religious Education is the responsibility of the Religious Education curriculum leader and the senior leadership team. The work of the curriculum leader also involves supporting colleagues in teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the curriculum area in the school. The curriculum leader liaises with other agencies and provides a strategic lead and direction for the curriculum area in the school.

This policy was written by the teaching staff and will be kept in a policies folder and also in the subject leadership file. It is accessible to all staff, ACM's and parents. It will be reviewed every two years.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Reviewed: April 19

Reviewed by Academy Committee: June 19

To be reviewed: February 2021