



# Christ Church

## Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

### R.E. POLICY

The ethos of our school is embedded in our key Christian values

Honesty

Forgiveness

Love for all

Celebration

Fairness

Being Thankful

Ambition

Resilience

**This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment.**

*Policy approved: January 2015 by Policy Committee Review Date: February 2018  
Next review date February 2021 Amended with new SDBE syllabus September 2019*

## **Embedding Pupil Safeguarding Awareness in the Curriculum**

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- Informal conversations;
- Teacher/pupil discussions;
- Briefings for outings and trips (road safety/stranger danger etc) ;
- The implementing of our e-Safety Policy regarding ICT usage;
- An awareness of any potential hazards in lessons – identifying risks and dangers;
- Fire drills;

Safeguarding is also about pupils' emotional well-being. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing. Teachers promote tolerance and respect for each other and acceptance of individual differences. Teachers help pupils develop confidence and resilience and discuss what to do if things go wrong. They are approachable and show their willingness to help pupils at all times.

## **British Values**

At Christ Church C of E Primary School we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work as sharing and working together
- making choices with an understanding that the freedom to choose and have other views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and is essential for their wellbeing and safety
- an acceptance that other people having different faiths or beliefs to oneself (or having none) are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and Fruits of the spirit as guidelines for behaviour choices.

## **Aims:**

At Christ Church Primary School Religious Education contributes to the fulfilment of our school's vision and mission by:

- Preparing our children for life and to face up to the big questions, values, priorities and meaning and purpose of our existence.
- Encouraging children's curiosity and questioning and help them to answer their questions through teaching them about the importance of Christianity.
- Developing children's knowledge and understanding of other faiths particularly those in our own community.
- Helping children apply an understanding of religion to develop a sensitivity and respect towards all people.
- Helping children develop the ability to reflect on and communicate with others issues of truth, belief and faith.
- Developing children's knowledge of the Christian faith and the Anglican tradition through a study of: Creation, Prayer and Worship, the Life and Teachings of Jesus, Old Testament Characters, Living out the faith and Christian Festivals.
- Providing an atmosphere where the children can build confidence in themselves and their own worth; understand that they have a spiritual nature and develop a consideration for others, both in and out of school.

**Objectives:**

- To foster pupils' feeling of awe, wonder, delight, joy and mystery and to extend their natural curiosity.
- To encourage an awareness of others, their attitudes, activities and beliefs and a willingness to cooperate and share.
- To encourage an understanding of the pupil's own spirituality through comparing their life and experiences with those who adhere to a faith or religion.
- To help the children widen their experiences from being the centre of the family; extending their boundaries into ideas of a community and finally a growing world.
- To help the pupils consider their personal response to moral issues.

**The Religious Education Syllabus**

An overview of the RE Curriculum is at the end of this policy.

In a church school Christianity should form the majority of study. At Christ Church we follow Southwark Diocesan syllabus for RE. At least 2/3 of the Curriculum taught is Christianity.

At all key stages children are encouraged to use higher level thinking skills moving from knowledge and understanding to analysis, synthesis and evaluation.

The National Framework for RE indicates the progression expected in knowledge, skills and understanding for the two attainment targets. This is built into the syllabus and is reflected in our assessment.

### **Attainment targets**

RE will be an integral part of school life influencing behaviour and morals. It will be specifically taught throughout the school as appropriate. There are two Attainment Targets:

AT1 - Learning **about** religion

AT2 – Learning **from** religion

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments and communicating their responses.

### **Assessment and Monitoring:**

It is the responsibility of the Senior Leadership Team, RE coordinator and link governor to monitor teaching, planning and assessment of RE in school.

Teaching and learning will be monitored through both formative and summative assessment, so that teachers can plan more precisely for progress to a higher level of achievement, according to the 6 strands in AT1 and AT2. Progress will be collated on Target Tracker to inform assessment and future teaching.

Assessment and monitoring should be backed up RE books, videos and photographs stored securely on the school server and where possible, lesson observations, book scrutinies and INSET training.

### **Teaching and Learning Policy**

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning.

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 times of stillness and reflection.

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.

The skills that are promoted through RE are: reflection, engaging in dialogue, contextualising, listening, empathy, asking deep questions, investigating, interpreting, making comparisons, expressing own feelings and opinions and respecting others' feelings and opinions.

### **Monitoring and Evaluation**

The role of the coordinator is to monitor the teaching and assessment of RE in school according to AT1 and AT2. The coordinator helps teachers to support assessment of the attainment targets and will ensure that the RE scheme is implemented and adequately resourced.

It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking. The class teachers will collate evidence and record the child's attainment on target tracker which will be used to track pupil progress through the school to ensure that each pupil is set work that is appropriately challenging. Achievement is currently assessed as those children who have achieved the expected standard or working above or below the expected standard. This will be evaluated and developed throughout the school year alongside other curriculum areas.

As well as fulfilling their legal obligations, the governing body and head teacher will 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.
- class teachers have regular and effective opportunities for CPD through the Diocese and in-house training.
- teachers are aware of RE's contribution in developing pupils' understanding of religion, belief and its impact on the community
- parents can be provided with information to contribute to their decision on the right to withdraw

- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

### **Timetable and Organisation**

RE is taught once a week and for a minimum of 1 hour. In addition links are made to RE at every opportunity throughout the curriculum such as prayers in class which includes children's own intentions, reflection time in class and the use of the prayer corner. Worship time is also an opportunity to learn and develop spiritually.

Lessons follow the Southwark Diocesan units of work for Christianity and other world religions. Lessons are planned according to the 6 strands of AT1 and AT2 and match the appropriate age related expectations for the class. The work should also be differentiated if required to enable children of differing abilities and faiths to access the lesson and curriculum.

### **School and Classroom Environment**

Christ Church promotes a visible Christian environment. Key Christian values and the Fruits of the Spirit are visible on the mosaics surrounding the outside of our school which were created by the children. The Fruits of the Spirit and Christian values are also on display inside our school and form the basis of our school ethos linking to our behaviour policy. Each year group take turns and are responsible for the updating of the School Values board each half term.

Prayer is a fundamental part of the life of our school. Prayers are said at the beginning, lunchtime and end of the day and children can access the prayer garden whenever they wish. Children are familiar with the different types of prayer and these are incorporated into lessons also.

Each classroom has an interactive 'prayer corner' that the children can engage with regularly. This gives opportunities for spiritual reflection and prayer. Each class has a selection of Bibles and there are class sets available, stored centrally.

**'Every child matters to God'** is a key part of our religious belief. This is reflected in RE teaching. People from all faiths are welcome to take part in RE within our school and are encouraged to do so.

### **Inclusion and Parental Right of Withdrawal**

At Christ Church School we are an inclusive community but recognise that parents have the legal right to withdraw their children from religious education. 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.

### **Managing the right of withdrawal**

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs and are given the opportunity to discuss this, if they wish, to make an informed decision.
- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

**SEN:** (see SEN policy)

Children with special educational needs are supported to explore their own spiritual journey. The opinions of children should be respected equally. It is important that all children know that RE about expressing their opinion and understanding the beliefs of others. Encouragement and support is given in order for children with special educational needs to access the curriculum and be fully included.

### **Parental Links**

We recognise and welcome the value of contributions from parents of all faiths as a learning experience. Any contributions to be referred to the RE coordinator to be agreed with the teacher involved and are subject to normal procedures for parental involvement in schools (see relevant policy).

Revised by: Veronica Haughey 2018

DBE Curriculum Map for the New Diocesan Syllabus for Religious Education September 2019.

Note: This map is the units that must be taught within the year. All religious festivals are being taught **as they occur** throughout the year and not just in the term specified eg. Year 2 taught Rosh Hashanah the Jewish festival in Autumn 1 as it was celebrated from the 20<sup>th</sup> of September 2017 for two days.

	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2		Summer Term 1	Summer Term 2
EYFS	Who made the wonderful world?	Why is Christmas Special for Christians?		Who cares for this Special world?	What is so special about Easter?		Why do Christians believe Jesus is special?	How did Jesus rescue people?
1	What responsibility has God given people about taking care of creation?	What is the story of Noah really about?	Christmas Nativity characters	Why do Christians Make and Keep Promises Before God?	Why are saints important?	Why is Easter the most important festival for Christians?	Judaism What is it like to live as a Jew?	Sikhism What do Sikhs believe?
2	Why is it good to listen and remember the stories that Jesus told?	Why are Saints important to Christianity Incl. visit	Where is the Light of Christmas	Why did Jesus teach the Lord's Prayer as a way to pray?	What Are God's Rules For Living?	Easter Symbols	Islam - What does it mean to be a Muslim?	Judaism – Why are they having a Jewish Party?
3	How did belief in God affect the actions of the people in the Old Testament?	Who is Jesus?	Is peace the most important message of Christmas?	What is Buddhism?	Jesus' new commandments	Who is the most significant person in the Easter story?	Islam – How do Muslims uphold their commitment to Allah	What Is The Bible's 'Big Story' and What Does It Reveal About Having Faith in God?
4	Hinduism-the importance of symbols, beliefs and teaching in Hinduism.	What does it mean to be a Hindu?	How do art and music convey Christmas	How Do 'Bishops in Action' Help Lead the Anglican Church in the Christian Faith Today?	How does Holy Communion build a Christian Community?	How Does The Christian Festival of Easter Offer Hope?	How has the Christian message survived 2000 years?	How Does Worship and Liturgy Enable a Christian To Grow and Express Their Faith?
5	Sikhism – What does it mean to be a Sikh?	Why Is Remembrance important?	How do Advent and Epiphany show us what Christmas is really about?	What Do the Miracles of Jesus Teach?	Do Fame and Christian Faith Go Together?	What Happens in Churches during Lent and at Easter?	Journey of Life and Death	The Bible (Bible Explorer) 6 week visitor

6	What are The Beatitudes and What Do They Mean For Christians?	What can we learn from Wisdom?	How would Christian advertise Christmas?	What does it mean to be a Buddhist?	Research project	Understanding faith in....	Bridging Unit Who decides? Prep for Southwark
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