



Overton St Helen's CE Primary School

Surrounded by God, we inspire hearts and minds through learning, faith and love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'
(Matthew 5: 16)

RELIGIOUS EDUCATION POLICY

School Vision

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world. We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

INTENT

Rationale

At Overton St Helen's Religious Education has the potential to have the most powerful and lasting effect on the child's heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child. Religious Education provides opportunities for spiritual development and personal reflection. It develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Religious Education prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others. Quality Religious Education breaks down barriers and builds communities. At its best Religious Education offers pupils authentic encounters with living faith communities equipping them with the ability to hold an informed conversation about religious beliefs and practices.

Aims and Objectives

At Overton St Helen's the Religious Education curriculum follows the Blackburn Diocesan Syllabus and Understanding Christianity Publication, allowing children to explore their spiritual development within a Christian context, whilst developing an awareness that they belong to a multi-faith and multi-cultural society.

The aims of Religious Education **at Overton St Helen's** are:

- We enable pupils to know about, understand and give a thoughtful account of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- We enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- We contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- We demonstrate to our pupils that a Christian perspective is valuable and positive as a way to live our lives.

This can be expressed in more detail and distinctively as:

Pupils learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus His Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through the bible, tradition and reason.

Religious Education in Overton St Helen's helps pupils to:

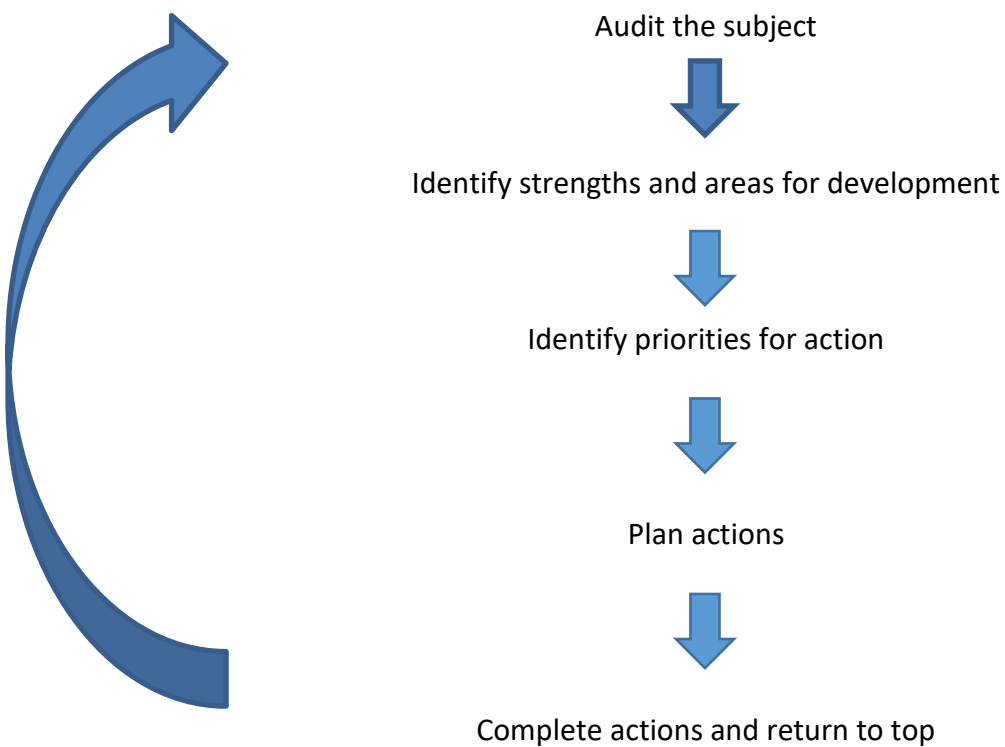
- reflect about God and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- understand the challenge faced by Christians in today's modern society;
- develop the skills to handle and engage with the Bible;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

Religious Education in our Church School enables our pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule. It allows pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith. It also enables pupils from other faith backgrounds to understand and be encouraged in their faith and those with no religious background to be given an insight into what it means to be a person of faith. Finally, it gives pupils of all backgrounds, a safe place to explore the ultimate questions and challenges of life in today's society.

Role of Subject Leader

The Religious Education Subject Leader is responsible for:

- Ensuring progression and continuity through and across the Key Stages.
- Motivating and supporting colleagues in the implementation of their planning and providing guidance on where to find suitable resources for each unit of work
- Monitoring progress and standards within Religious Education, identifying strengths, weaknesses and priorities for development.
- Keeping up to date with the developments in Religious Education and cascading this information to colleagues
- Liaising with the delegated governor and reporting to the Curriculum Lead and Head teacher, through audits, action planning, subject discussions and staff meetings.



IMPLEMENTATION

At Overton St Helen's Religious Education and Collective Worship naturally compliment and enrich one another. However, Religious Education and Collective Worship are managed separately. In our Voluntary Aided school the management of Religious Education is a distinctive role of the governors and headteacher. Religious Education is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school.

Approaches to learning

A variety of approaches are used in the teaching of Religious Education. Much of the work will be explicitly Religious Education based but areas such as pupils' values and attitudes will be implicit in other areas of the curriculum and in the day-to-day life of the school. Teachers aim to make their Religious Education teaching as dynamic and imaginative as possible.

Some of the following will be evident in the teaching and learning:

- drama, hot-seating, discussions and role play
- different types of writing – myths, legends, poetry, stories and parables
- questioning skills, 'stilling' and reflection
- the creative arts such as poetry, drawing, painting and music
- visits and visitors
- religious art and music
- artefacts
- ICT, video
- PSHE and Circle Time

There will also be opportunities to visit St Helen's Church Overton for the enrichment of the Religious Education curriculum

It is not considered sufficient for pupils simply to gather knowledge. They must be given opportunities to use their knowledge in imaginative ways and to express their feelings and responses.

Homework will be included in the 'Homework Menu' of each class at least termly.

Each class will have a permanent Religious Education display highlighting the current unit. On this display it will contain the Understanding Christianity 'Frieze'. This will be referred to at the beginning and during each unit. This display will also highlight:

- Christian Concepts
- Christian Values
- Key Skills
- Key Questions
- Key Vocabulary

Planning

At Overton St Helen's the total amount of time allocated to Religious Education is at least 5% of the total curriculum time. There will be occasions when Religious Education takes a larger slice of the curriculum, reflecting our Church School's greater commitment to the subject. Out of the curriculum time for Religious Education, Christianity occupies a minimum of 70% of the time, up to a maximum of 80%. Therefore, 20% to 30% of Religious Education curriculum time is devoted to non-Christian faiths.

When studying the Non-Christian faiths pupils will study aspects, practices and beliefs of: Buddhism, Hinduism, Islam, Judaism and Sikhism. Built into the long term matrix is the provision for a 'Faith Week' each second year, where a whole school focus will be on learning about these other major world religions. We also aim to provide opportunity for each child to visit places of worship and meet a person of faith from another religion, in their time at Overton St Helen's.

Our syllabus contains a clear Christian emphasis. Many of the learning objectives have been written from the point of view that "we believe", because this is a Church school syllabus and we do believe. However, it is recognised that teachers will have to be sensitive to the other faith backgrounds of their pupils.

At Overton St Helen's teachers use a combination of The Blackburn Diocese Questful RE Syllabus and the Understanding Christianity Publication to plan lessons. A single year matrix for Key Stage One and a two-year curriculum matrix for Key Stage Two, provides a long term planning structure. The Blackburn Diocese Questful RE syllabus and the Understanding Christianity publication, provide medium term planning which teachers can annotate to form individual lesson plans.

A key feature of The Blackburn Syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.

Our Early Years RE Chatterbox Units are stand-alone units for the Early Years Phase:

Our EYFS Religious Education Chatterbox units gently introduce the children to the 'big ideas' of Christianity (the concepts) and begin to highlight where the stories they explore fit into God's big story. This also prepares the children for the Religious Education they will encounter in Key Stages 1 and 2.

The Chatterbox objects have been carefully chosen to hopefully create discussion and questions that lead to activities covering the content of the unit, however, the children may lead teachers in a different direction! This is exactly how it should be with the children's interest driving the topic but, in order to ensure that the children are experiencing some Religious Education, there will possibly be the need for a few teacher initiated activities.

Each EYFS unit sheet lists the objects for your Chatterbox, however this list is not exhaustive or restrictive so teachers can feel free to be creative. The unit sheet also give our teachers an aim and therefore a clear direction for the topic along with key questions and key vocabulary.

When planning teachers using this syllabus are encouraged to give pupils as many first hand sensory experiences as possible. Pupils need to see, hear, touch, taste and smell authentic Christianity and the other world faiths as they study.

Resources

The resources in school are kept in classroom or stored centrally. Resources are audited to ensure they meet the requirement of the syllabus. Any other resources are ordered when the need requires and budget allows. New resources are shared with staff when necessary.

Equal Opportunities

The staff and governors of this school accept as a principle that every pupil, regardless of sex, race, religion and educational need, should be valued equally and should have access to relevant educational opportunities and a broad and balanced curriculum. They acknowledge that for all pupils, the purpose of education is the same, the goals are the same, but the help which individual children need in progressing towards those goals will be different. They therefore demonstrate a commitment to meeting the special educational needs of the whole school population by providing staff, resources and in-service training as appropriate, by responding to the wishes of parents and eliciting the views of the children themselves

IMPACT

Success Criteria

- Our Pupils know about, understand and give a thoughtful account of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- Our Pupils know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Our pupils have developed their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- Our pupils understand that a Christian perspective is valuable and positive as a way to live our lives.

Attitudes in Religious Education

It is vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

- self-awareness.
- respect for all.
- open-mindedness.
- appreciation and wonder.

It is also vital that Religious Education encourages pupils to develop specific skills in their time at Overton St Helen's. The following eight skills are essential for good learning in Religious Education and should be developed at each stage or phase of religious education:

Skills used in RE

- Investigate
- Express
- Interpret
- Reflect
- Empathise
- Apply
- Discern
- Analyse
- Synthesise
- Evaluate

Outcomes – For specific outcomes please see Appendix

Assessment and Record Keeping:

EYFS – Assessment will take place in line with the Development Matters Document. For links between Religious Education and Development Matters please see appendix.

Key Stage One and Two will use a 'Ladder of Expectation and Achievement'. The ladder is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. At the end of Key Stage 1 pupils are expected to be achieving at ▲ level (rung 2 of the ladder). At the end of Key Stage 2 pupils are expected to be achieving at ◆ level (rung 4 of the ladder).

Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement.

Lancashire Tracker:

Religious Education assessments will also be recorded on the Lancashire Tracker termly as Religious Education is a core subject in our school. The tracker will only be used to assess, 'Below On track', 'On Track' and 'Above On Track,' achievement.

Recording

In EYFS children's ideas, comments, questions, work, pictures, writing, photos are all to be recorded in one book (Pink Evidence Book). Everyone contributes either directly onto the pages of the large book or by sticking paper, objects, photos or post-it into the book. This book is the record of the Religious Education that has taken place and will form the basis of our assessment.

All children from Year 1 onwards each will have their own Religious Education book and each class will have a class Religious Education 'Pink Evidence Book'. The two books work together to provide the evidence that can be assessed and monitored.

The 'Pink Evidence Book' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

The purpose of the Pink Evidence Book is to monitor coverage, standards and achievements and to ensure that all children are experiencing creative and challenging Religious Education. It should be a working document that can be shown to staff, governors, parents and inspectors. It is important that the Pink Evidence Book is a celebration of success and the distinctive quality of Religious Education in our Church school.

The content of this document could include: -

- children's work from across the school with an indication of where it meets expectations in the ladder;
- photographs recording displays, artwork, visits and visitors;

Reporting to Parents

Parents will receive a written report about their children progress and achievement in RE in their annual report in the summer term.

Parental Rights of Withdrawal from R.E. and COLLECTIVE WORSHIP

As a Christian school within the Anglican faith, R.E. and Collective Worship are very important aspects of our curriculum. Overton St. Helen's has a daily Act of Worship either as a whole school or in Key Stage groups. Visiting clergy lead some worship, and the children visit St. Helen's Church regularly throughout the year.

Parents have the right to withdraw their children from denominational R.E. and daily acts of worship. However, the Governors hope that in choosing a Church of England School, parents are thereby committing themselves to their child's participation in the religious life of the school and the R.E. which is taught as a subject in its own right.

Subject Coordinator : Mr Mark Curwen

Date of policy: February 2020

Next review date: February 2021