

The Ashlands and Misterton Federation Church of England First Schools

*We are a school community with a Christian ethos,
dedicated to providing optimum learning for each child
in a happy atmosphere*

*Love of learning, love of life, love of one another
"Life in all it's fullness" John 10:10*

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Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context to Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We aim to provide a happy and safe learning environment where every learner can achieve their full potential.

Religious Education Policy 2019

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School Vision:

Ashlands and Misterton First Schools are a Federation of Church of England Schools. We are incredibly proud of our strong Christian ethos and our values which are all rooted in love. We believe that our Christian values are at the heart of all that we do. Our school family role model our Christian values of COMPASSION, FRIENDSHIP, RESPECT, TRUST, FORGIVENESS and ASPIRATION. We strive to help our children experience 'life in all its fullness' as expressed in John 10:10.



Our values help us to deepen the distinctive Christian character of our church schools but also link heavily with our whole school approach to Special Educational Needs and Disability.

This is highlighted below:

Respect - Everyone is different and so as a school, we will respect each other. We will accept and celebrate differences.

Compassion – We will be considerate to everybody's needs and show support to those around us.

Forgiveness - We will encourage children to deal with minor disagreements, **forgive** each other and accept that everyone is different.

Aspiration – We believe that all children in our schools can achieve and meet their full potential.

Friendship – Friendships are valued.

Trust - Our schools provide a consistent environment where children can trust staff and know what is expected of them.

Introduction:

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live life well together.'

RE Statement of Entitlement from the Church of England Education Office Feb 2019

Ashlands & Misterton First Schools are Church of England Schools therefore the provision of RE must be in accordance with the Bath and Wells Diocese. The Governors in consultation with the Head teacher have decided, following advice from the diocese, to adopt the Locally Agreed Syllabus (AMV) and supplement this with material from the Diocese and elsewhere. This is drawn up by Standing Advisory Council for Religious Education (SACRE).

Religious Education has a very high profile within our school's curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of religions and worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning. Understanding Christianity is used to support our Christian teaching and learning.

We believe at our schools that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child (spiritually, morally, socially, culturally and intellectually) is reflected in the RE curriculum.

Rationale

In Religious Education at our schools we aim that Religious Education will:-

- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **Prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe and wonder and mystery.
- *See locally agreed syllabus for specific skills and attitudes developed in RE*

Aims

In line with the Church of England RE Statement of Entitlement [2019] we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

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.

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.

The school community – RE provides a positive context within which, the diversity of cultures, beliefs and values can be celebrated and explored.

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.

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.

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.

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.

RE is an important subject in contribution to the schools development as a Rights Respecting School.

Teaching and Learning in RE

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 through locally agreed syllabuses, (diocesan advice) and in schools, 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. Children will have an RE/PSHE book where learning is recorded.

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.

Four specific areas of learning in RE can be identified:

- Attitudes
- Skills
- experience __ (learning from religion)
- knowledge __ (learning about religion)

Their acquisition is interdependent. Much of this learning is acquired implicitly through the everyday relationship between staff and children and may be imparted when no specific religious content is intended; some will be explicit through carefully planned teaching.

Attitudes

Attitudes such as **respect**, care and **compassion** should be promoted through all areas of school life and through our use of Christian Values. In this way, religious education contributes to the whole school ethos.

There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience.

The following should be included:

Curiosity - this includes:

- Being willing to explore religious ideas through reflection, empathy and imagination;
- Being willing to look beyond surface impressions
- Looking for answers and seeking after truth
- Searching for meanings in life
- Being willing to consider the personal relevance of religious questions.

Fairness/Compassion - this includes:

- Listening carefully to the views of others
- Being prepared to acknowledge bias in one's own views;
- Being prepared to consider evidence and argument;
- Making reasoned judgements about what is worthy of respect and what is not

Respect – this includes:

- Recognising the needs and concern of others
- Avoiding ridicule

- Recognising the rights of others to hold their own views
- Appreciating that people's religious beliefs are often deeply felt
- Developing a balanced sense of self-worth and value
- Respecting your friends beliefs

Skills

The following skills are central to religious education and should be reflected in learning opportunities:

a) *Investigation* this includes:

- Asking relevant questions
- Knowing how to use a variety of sources in order to gather information
- Knowing what may count as good evidence in understanding religion(s).

b) *Interpretation* this includes:

- The ability to draw meaning from artefacts, works of art, poetry and symbolism;
- The ability to interpret religious language;
- The ability to suggest meanings of religious texts.

c) *Reflection* this includes:

- The ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

d) *Empathy* this includes:

- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;

e) *Evaluation* this includes:

- The ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

f) *Analysis* this includes:

- Distinguishing between opinion, belief and fact;
- Recognizing bias, caricature, prejudice and stereotyping;
- Distinguishing between the features of different religions.

g) *Synthesis* this includes:

- Linking significant features of religion(s) together in a coherent pattern;
- Connecting different aspects of life into a meaningful whole.

h) *Application* this includes:

- Making links between religion and individual, community, national and international life;
- Identifying key religious values and their links with secular values.

i) *Expression* this includes:

- The ability to articulate ideas, beliefs and values;
- The ability to respond to religious ideas, beliefs and questions through a variety of media.

j) *Self-understanding* this includes:

- The ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers

Assessment and Recording of RE

In line with the school policy on assessment and recording, it is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set. Each child will have an RE/PSHE book where work will be recorded. Teachers will complete assessments at the end of each unit taught. This will be against the outcomes set at the start of the unit.

School Self Evaluation

The co-ordinator, Headteacher and local diocese team will monitor RE within the school through analysis of assessment data and the scrutiny of teaching and learning and work. The co-ordinator is responsible for contributing to the Church school self-evaluation process.

Responsibilities for RE within the school, (Head teachers and Governors)

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
- 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.

The right of Withdrawal from RE

At the school, we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children 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 the school.

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.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- 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, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- 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 best 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.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

RE Overview – AMV and Understanding Christianity

Pleased note Year 2 and Year 4 will follow the Digging Deeper units.

	Autumn	Spring	Summer
Foundation	Religious festivals across the year in other religions		
	Incarnation Why do Christians Perform Nativity plays at Christmas? 2376	Salvation Why do Christians put a cross in an Easter Garden?	God/Creation Why is the word 'God' so important to Christians?
Key Stage 1	Creation 1.2 Who made the World? Incarnation 1.3 Why does Christmas matter to Christians?	Salvation 1.5 Why does Easter matter to Christians? God 1.1 What do Christians believe God is like? Gospel 1.4 What is the good news Jesus brings?	Hinduism What does it mean to belong to a religion?
Key Stage 2	Creation and Fall 2a.1 What do Christians learn from the Creation story? People of God 2a.2 What is it like to follow God? Incarnation 2a.3 What is the Trinity?	Salvation 2a.5 Why do Christians call the day Jesus died 'Good Friday'? Gospel 2a.4 What kind of world did Jesus want?	Kingdom of God 2a.6 When Jesus left. What was the impact of Pentecost? ISLAM What does it mean to belong to a religion?