



Court de Wyck Church School

Religious Education Policy



Growing Together, Belonging and Achieving

Everybody in our caring Christian Community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.

John 10:10 'Life in all its fullness'

Our Curriculum Intent

At Court de Wyck Church School our curriculum is child-centred, aspirational and purposeful in order to instil within our pupils the knowledge, skills and confidence needed for their ever-changing futures. Its focus is on nurturing pupils' natural curiosity and love of learning, supporting them to develop resilience and understanding of the world around them. It encourages pupils to make connections and to be creative, independent thinkers who relate their learning to real- life experiences. At the heart of our curriculum are our Christian values and the dedication to working collaboratively to achieve more than we ever thought possible.

Our Religious Education Intent

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

We believe that it is important for all our pupils to learn from and about religion, so that they can understand the world and people around them and become caring, responsible global citizens. The aim of Religious Education in our school is to enable children to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage. It is also to enable pupils to know and understand other world religions; to appreciate the way that religious beliefs shape life and behaviour; to develop the ability to make reasoned and informed judgements about religious and moral issues and to enhance their spiritual, moral, social and cultural development.

This fits in with our school vision statement

“Everybody in our caring Christian community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.”

In our school, as part of the Bath and Wells Multi Academy Trust, we believe that RE should be exciting, creative, and relevant, enabling all children to deepen their thinking and understanding in an atmosphere of love and respect.

‘That all may have life, life in all its fullness’ John 10.10.

- Adopts an enquiry- based approach, beginning with the pupil’s own life experience before moving into learning about and from religion.
- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourages pupils to explore their own beliefs (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.
- Enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompts 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.
- Develops in pupils a sense of awe, wonder and mystery.
- Nurtures pupil’s own spiritual development.

Our Religious Education Implementation

At Court de Wyck, pupils are provided with an ambitious curriculum in Religious Education which is tailored to be inclusive for all. Our mixed aged classes enjoy a rolling program. We work within the Church of England Statement of Entitlement and the Church of England Vision for Education- Deeply Christian, Serving the Common Good. Our curriculum is carefully planned to engage and excite all our learners. Our curriculum is progressive, ensuring that children develop their religious knowledge, understanding and skills year on year so the children know more, remember more and understand more.

In fulfilling our vision for RE, schools in the BWMAT are not be constrained by any one particular approach to teaching RE and there are many resources available. Diocesan guidance for church schools is that they use the locally agreed syllabus in terms of content where appropriate. The study of Christianity should make up two thirds of the curriculum and in KS1 a minimum of 36hrs per year should be dedicated to RE and in KS2 45 hours. **‘Understanding Christianity’** will be used to cover all the Christianity content of the curriculum and Awareness, Mystery and Value 22- the locally agreed syllabus for Somerset, North Somerset and BANES is used to teach other world religions.

At Court de Wyck Church School we provide an RE Curriculum that:

Early Years Foundation Stage

RE is taught in the Early Years through child initiated, adult led and guided activities. In the Early Years RE makes a significant contribution to help develop their understanding of the world around them and to understand the similarities and differences between different religious and cultural communities in the country and their local environment.

During the EYFS, pupils should:

- talk about what items and people are important to them and to other people;
- show awareness and sensitivity towards their own and others' needs, views and feelings;
- show awareness of how people can care for living beings;
- respect their own and others' ways of life.
- talk about a story about Jesus or a story Jesus told that illustrates Christian concern for the outsider or the marginalised;
- talk about the creation and how some Christians show their care for the natural world;
- recognise some items found in a church that are connected with important Christian beliefs or practices;
- recall at least one person associated with the life of a church.
- talk about a story from the religion or worldview being studied;
- talk about the natural world and how care is shown for all living things;
- recognise some items that are connected with important beliefs or practices;
- recall at least one person associated with the life of the religion or worldview being studied.

Key stage 1

During Key Stage 1, pupils should:

- talk about what is important to them and to other people with respect for feelings;
- talk about some things about people, that make people ask questions;
- ask their own questions about God/deity, special people and special occasions;
- provide a good reason for the views they have and the connections they make.
- recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians;
- recall the key features of the Gospel stories of Christmas and Easter;
- say something about how Christians talk about a relationship with God;
- say something about how and why Christians try to help others;
- provide a good reason for the views they have and the connections they make.
- recall stories about an inspirational person;
- recall key features of an inspirational event, place, ritual or special occasion;
- say how stories in a selected tradition are inspirational for believers;
- say something about how and why followers of this tradition try to help others;
- provide a good reason for the views they have and the connections they make.

Lower Key Stage 2

During Lower Key Stage 2, pupils should:

- compare different ideas about God and humanity in the traditions studied;
- ask important questions about the practice of faith and compare some different possible answers;

- link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied;
- provide good reasons for the views they have and the connections they make.
- describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection;
- describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others;
- describe a way in which some Christians work together locally;
- describe the importance of the Bible for Christians and give examples of how it is used;
- provide good reasons for the views they have and the connections they make.
- describe what believers might learn from the significant texts/writings being studied;
- describe what some of the arts in the tradition being studied might mean to believers;
- describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions;
- describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used;
- provide good reasons for the views they have and the connections they make.

Upper Key Stage 2

During Upper Key Stage 2, pupils should:

- describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview;
- ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief;
- ask important questions about social issues and suggest what might happen depending on different moral choices;
- provide good reasons for the views they have and the connections they make.
- make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts;
- describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience;
- describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art;
- describe and compare different ideas Christians may have about salvation and life after death with reference to key texts;
- provide good reasons for the views they have and the connections they make.
- make links between some texts and symbols from religion and belief and guidance on how to live a good life;
- describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;
- describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;
- describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts;
- provide good reasons for the views they have and the connections they make.

Religious Education Impact

At Court de Wyck, we intend for the impact of our high-quality Religious Education curriculum to be that the majority of pupils will achieve at least age-related expectations and make good progress from their starting points. Disadvantaged pupils and pupils with SEND will acquire the knowledge and skills needed to move on to the next stage of their education.

Our impact is measured through regular book looks, learning walks and informal assessment of children's understanding and progress by the class teacher. Each classroom utilises a working wall display to support and track children's progress through a unit of work and support with use of appropriate historical vocabulary. Children use knowledge organisers which they refer back to when reviewing prior learning. Pupils will be able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's beliefs, cultures and ways of life.

Evidence will be seen when pupils talk enthusiastically and knowledgeably about their learning in RE, using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural artwork, drama, craft and presentations.

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. 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 will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.

Teaching and Learning

The school uses a variety of teaching and learning styles in RE lessons to develop pupils' knowledge, skills and understanding . In lessons we use whole-class teaching methods, partner work, and small group work with enquiry based activities.

As part of our RE curriculum, pupils have the opportunity to:

- Work independently or collaboratively, to ask as well as answer questions.
- Use interactive resources from the internet including films, music and art
- Listen to and interact with stories from the Bible or world religions
- Listen to visitors talk about personal experiences of their faith
- Go on visits to places of interest that link with their learning theme
- Discuss and handle artefacts
- Use drama and dance to act out religious stories and ceremonies.

Assessment and Recording

Assessment is completed each term using teacher assessment following the MAT criteria for each Key Stage. It is used to inform planning and to facilitate differentiation. The assessment of pupil's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the pupils as soon as possible, and the marking of work will be guided by the school's Marking Policy

Evidencing RE

- Written work is an important part of RE and can be presented in a variety of ways through many different genres. E.g. Newspaper articles, diary entries, instructions, play scripts, leaflets, narrative. Each school will decide on expectations for writing that will evidence progress
- 'Capturing Learning' through photographs, videos, audio files, post its etc
- Art and Design work for displays
- Performances
- Portfolios/Class Books/Discussion Books/Floor Books

Role of RE Lead

- Lead in planning an overview of RE across the whole school, ensuring coverage and progression
- Lead staff meetings following RE Network Meetings
- Lead JPD (Joint Professional Development) in RE
- Monitor RE through pupil interviews and book looks, learning walks and JPD
- Keep school RE portfolio up to date with examples of work and evidence of wide range of learning activities (3 x per year)
- Lead RE moderation in school and contribute to hub meetings
- Support Headteacher and governors in preparing for SIAMs inspection
- Attend Diocesan Training where relevant

Role of RE Steering Group

- Oversee CPD, Hub meetings and plans for each year
- Support RE leads
- Link with the Diocese Education Department (invited to meetings)
- Have strategic overview of RE across the BWMAT

CPD in Religious Education

RE networks take place each term- RE leads attend and any HLTA who has a role in teaching or supporting the teaching of RE

Monitoring RE

The RE leader alongside the Headteacher monitors delivery of RE through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the effectiveness of REs is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

Community Links

RE 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. External contributors from the community, such as our local church links, visits and visitors eg Black Police Association visit to Bristol Multi-Cultural Centre, Mosque and Sikh Temple make a valuable contribution to the RE curriculum.

The Learning Environment

At Court de Wyck Church School we are aware that establishing a safe, open and positive learning environment based on trusting relationships between adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Sensitive Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers will not discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

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)

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.

Reflection

This includes:

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

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;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

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.

Analysis

This includes:

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

Synthesis

This includes:

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

Application

This includes:

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

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.

Self-understanding

This includes:

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

RE makes a significant contribution to five of these six essentials for learning in the following ways:

LITERACY

RE can help pupils to:

- acquire and develop a specialist vocabulary;
- communicate their ideas with depth and precision;
- listen to the views and ideas of others, including people from religious traditions;
- be enthusiastic about the power and beauty of language, recognizing its limitations;
- develop their speaking and listening skills when considering religious beliefs and ideas and
- articulating their responses;
- read, and interpret at an appropriate level, sacred texts;
- write in different styles such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas;
- evaluate clearly and rationally, using a range of reasoned, balanced arguments.

Of all the key areas in the curriculum, literacy, in many ways, is the one RE has the strongest connections with. In terms of speaking and listening, learning in RE can help pupils to:

- listen well to the viewpoints of others;
- structure ideas and viewpoints clearly;
- make relevant comments on their learning in RE;
- articulate their own views and ideas using reasoned arguments;
- use specialist vocabulary with increasing accuracy and fluency.

In terms of reading RE can help pupils to:

- explore a range of key stories, teachings and sayings from different religions, considering their meanings
- and the ways in which they have been interpreted;
- distinguish between facts, opinions and beliefs;
- make connections between different parts of a text;
- consider viewpoints and arguments carefully;
- reflect on how the contemporary media conveys the place of religion in the world e.g. Newspapers, magazines, articles, leaflets, advertisements;
- consider how and why texts have been influential and significant;
- compare texts, looking at style, theme and language, identifying connections;
- reflect on how ideas, values and emotions are explored and portrayed.

In terms of writing RE can help pupils to:

- use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs;
- present material clearly, using appropriate layout, illustrations and organisation;
- develop logical arguments and cite evidence;
- analyse critically their own and others' writing;
- use specialist vocabulary accurately and consistently;
- use a variety of writing styles e.g. diaries, poetry and structured essays to convey their learning in RE.

ICT CAPABILITY

RE can help pupils to:

- make appropriate use of the internet or CD-ROM sources to investigate, analyze and evaluate aspects of religious beliefs and practices, ultimate questions and ethical issues;
- use email or video conferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life;
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion;
- use writing support and concept-mapping software to organise ideas and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions;

- use equipment such as digital cameras and videos, to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

LEARNING and THINKING SKILLS

RE can help pupils to:

- investigate beliefs, practices and ways of life using resources effectively and developing knowledge and understanding;
- think creatively, sharing their own thoughts and conclusions, reflecting on how religions and beliefs express key beliefs and teachings in a variety of ways;
- investigate, reflect on and evaluate important question of meaning;
- communicate both ideas and values in religion and belief and their own thoughts and ideas, interacting with different audiences and using a range of media;
- evaluate the place and significance of religion and belief in today's world, developing their own views, using reasoned and thoughtful arguments.

PERSONAL and EMOTIONAL SKILLS

RE can help pupils to:

- identify their strengths and areas for improvement in their learning in RE be aware of both their own feelings and those of others, especially people from different faiths and beliefs;
- reflect on their experiences and how these might relate to their learning in RE;
- work both independently and collaboratively with others;
- demonstrate perseverance in their learning in RE especially when faced with challenging concepts and ideas.

SOCIAL SKILLS

RE can help pupils to:

- listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs;
- show both empathy and critical awareness;
- consider their rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings.