



Christ Church School R.E. Policy

R.E. at Christ Church CE is taught in accordance with the Birmingham Agreed Syllabus and the Understanding Christianity scheme recommended by the Diocese. The R.E. takes account of the Governor's vision for R.E. in this Church school.

Vision:

"As God loves us all, our vision at Christ Church is for everyone in our family to feel equal, valued and prepared for life in modern British society. While walking humbly with our God, our children will become wise, compassionate, independent and resilient learners in an inclusive and safe environment. We strive for success, spiritual fulfilment and a life lived 'in all its fullness'.

Believe and Achieve!"

The following Bible verse underpins our vision statement, aspirations, values and ethos:

"What does the Lord require of you? To act justly, and to love mercy and to walk humbly with your God." Micah 6:8

Mission: Serving God's Community

In developing a greater understanding of Christianity and other faiths within the community, we seek to develop the character and ability for all, so that they know they have a place in God's world and are stewards in the modern world.

Dedicated to providing an outstanding education, we prepare our children to become global citizens who are able to accept, respect and live in harmony before God.

By developing the social, moral, cultural and spiritual dimensions of pupils in the school, we ensure they are confident to make a positive contribution to the community.

In finding time to be still and reflect, we seek to foster spirituality and a deeper relationship with God.

How Religious Education links with our vision?

We follow the model of Jesus, a Jewish Man, serving and meeting the needs of people from faiths different to his own. Christ Church CE Primary School serves families from all faiths and none. We therefore raise pupil awareness with a loving and caring attitude to the fundamentals of some of the major world religions and show that everyone is valued. In doing so we have an opportunity to contribute positively to the development of a society where faith helps individuals to understand and love one another. We treat everyone as equals before God no matter what background or Faith.

Act Justly (feel equal, safe, inclusive)

Act justly means living your life with a sense of right and wrong; doing the right thing, at the right time. God is summoning us to eliminate any unjust actions or thoughts. He requires a commitment to assist the less fortunate and those who have been victims of injustice. We need to see others as God does - deserving dignity, respect, love, care and being treated as equals. We are all made in His image. Religious Education is taught by ensuring all the above is lived out by all our children no matter what Faith or background.

Love Mercy (feel valued)

Jesus sets us the example of being merciful and invites us all to do the same, showing what our hearts are like towards others. We must try freely and willingly show compassion and kindness to others. This is shown by valuing each other by forgiving freely, and reaching out to others without expecting anything in return.

Walk humbly with your God (spiritual fulfilment, success, independent and resilient learners, Believe and Achieve)

God loves every person equally and wants to connect deeply with them. We need to be frequently in communication and spend time with him. The study of his word, prayer, and worship keeps us connected and gives us hope when we are in despair. We need to endeavour to show humility and appreciation through our actions regardless of our successes; and have conviction that anything is possible with God. We are God's stewards on Earth therefore we strive for being the very best of his creation.

Aims:

Religious Education aims at **spiritual, moral, social and cultural development** and prepares pupils for a future in society by:

- 1) Learning from faith
- 2) Learning about religious traditions

The development is focussed on:

A. pupils

In order to develop the whole child as a spiritual, moral, social and cultured being, the pupil needs:

- To be challenged intellectually
- To have their feelings deepened
- To be encouraged to act responsibly
- To acquire relevant skills

All in ways that are

- socially constructive

B. Society

In order to develop and build society, the Religious Education curriculum requires an approach in which teachers, pupils and school communities are:

- working in partnership with parents, faith communities and the wider society
- being responsive to the values, freedoms and creative needs of people living in

- Birmingham and elsewhere.
- Cultivating social cohesion and solidarity, and creating social capital in the city.

The aims of the syllabus are to be pursued by working towards two attainment targets, which require the development of pupil dispositions, using and deploying the resources found within Christianity and the traditions of other religions. It is intended that by these means children will be prepared to live, flourish and work in a global community and that Birmingham will become an enriched and more harmonious society.

(Taken from the Birmingham Agreed Syllabus 2007- For more information on the 24 Dispositions covered please see page 7-16)

In Religious Education at Christ Church School we aim that Religious education will:

- Enable pupils to encounter Christianity as the religion that shaped British /culture and heritage and influences the lives of millions today
- Enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of adherents.
- Develop understanding of religious faith as the search for expression of truth
- Contribute to the development of pupils own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

At the end of Primary Education in church schools pupils should be able to:

- Talk about ideas about God and discuss deep questions that face human beings
- State important aspects of Christian belief, and explain why they are important for Christians
- Appreciate the importance of the person of Jesus Christ for Christians
- Develop the skills to explore the Bible text and apply it to life
- Provide examples of Christian practice from different denominations and different nations
- Begin to make thoughtful response to Christianity
- Recognise the significance of faith in God as a way of living, and make links between faith and faithful living
- Respect the faith of others, and value the journey of faith
- Notice areas of similarities between faiths
- Enrich their understanding of the truth
- Speak comfortably about their understanding of faith and life choices.

As a church school we are called to find ways to work towards every pupil of having a life enhancing encounter with the Christian faith. In Birmingham Diocese, this means that we will endeavour to ensure the encounters with the Christian faith will be positive for the pupils and that they will hear the story of Jesus. Such encounters will show to the pupils the treasures of the Christian faith in a way that invites, but does not coerce. The values and the character of the school will also be shown in a way that attention is paid to the teaching of world faiths.

Excellence and Distinctiveness (2005). Pupils will:

- Learn about other faiths, their beliefs and traditions and practices and from them through encounter and dialogue;
- Recognise areas of common belief and practice between different faiths;
- Enrich and expand their own understanding of truth;
- Respect those of all faiths in their search of God;
- Enrich their own faith through examples of holy living in other traditions

Spiritual, moral, social and cultural development

Learning about and from religious traditions helps pupils to appreciate which aspects of life have been significant for most humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral, and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes peoples' behaviour and motivations, and point's pupils towards positive models for their own lives.

Personal Development and Well -being

RE plays an important role in preparing for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals, and responsible citizens. It gives them knowledge, skills and understanding to discern value truth and goodness, strengthening their capacity for making moral judgements' and for evaluating types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a schools duty to promote community cohesion. It provides a context to develop young peoples 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 the DCSF guidance.

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

The community which the school is located-RE provides opportunities to investigate patterns and diversity of a 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.

We believe that Christianity has a primary place in the teaching of R.E. and will be studied in depth at both key stages, as befits pupils of a Church of England School and in accordance with the Birmingham Agreed Syllabus.

Focus of attention will also be given to Islam and Sikhism. However, this will not be to the exclusion of the other three major traditions, Buddhism, Hinduism and Judaism and these will be studied to further explore particular ideas and issues.

The recommended timings for R.E. are:

In K.S.1. 36 hours per year and in K.S.2. 45 hours per year. This equates to 50 minutes per week in KS1 and 1 hour 10 minutes in KS2. This can be taught weekly or blocked over the course of a week. R.E. can be taught cross curricular but the R.E. content needs to be distinct, taken from the medium term planning and recorded.

Assembly time cannot be included in the allocated R.E. timings.

The Learning Processes of R.E.

The learning processes of R.E give expression to the Attainment Targets. They set out the skills, which teachers should be encouraging pupils to develop through their experience of R.E. These abilities are as follows:

Attainment Target 1: Learning about Religion

- a) Knowing and understanding

Attainment Target 2: Learning from Religion

- b) Questioning
- c) Evaluating
- d) Applying

Pupils through R.E. should be acquiring skills in:

- Listening/observing
- Expressing
- Investigating
- Reflecting
- Independent learning
- Sensitivity/empathy
- Communicating to others/sharing
- Rationalising information/evaluating
- Collating and recording information

(For more information refer to Birmingham Agreed Syllabus, page 4-6)

R.E. in this school is developed to be relevant to the age and ability of our children and to take into account their educational and religious needs and backgrounds. This includes children who have special needs. We believe the R.E. is for all pupils, of all abilities and backgrounds, of all faiths and of none.

A variety of methodologies are used to deliver R.E. e.g.

- Visits to places of worship.
- The use of visitors from religious traditions
- The use of artefacts, big books, posters, videos, artwork
- The use of art to enable students to express their ideas
- The use of drama, role play, gesture or dance
- The use of music to create an atmosphere or for expression of ideas and emotions
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc

A scheme of work supplied by the Birmingham Agreed Syllabus is currently being used to ensure progression and continuity in R.E. This scheme includes all the major 5 religions. A new scheme called Understanding Christianity has been implemented since September 2018 in addition the Agreed syllabus which focusses on Christianity in depth.

Assessment of R.E. is made after each topic covered.

All RE planning and assessment is on the School portal and individual RE folders.

A collection of R.E. resources has been developed in line with the planning requirements. At the current time this is stored in the Reading Room, Learning Centre and in the EYFS area.

Resources

Artefacts should be used with great respect as many must be handled with certain 'rules' in mind. Teachers should read the artefact notes very carefully before showing them to the class. Each artefact trolley contains most of the resources needed to explore the Religion. Other resources can be found in the planning folder, Video box and on the internet. There is an up-to-date list in each planning folder and the RE co-ordinators file on the server.

There are three resource trollies in school in the Reading Room, Learning Centre and the Early Years.

Reflective area

There is a reflection area in each classroom and we have a spiritual garden in which children have the opportunity to sit and reflect.

Monitoring of RE

The co-ordinator will monitor RE within the school through book scrutinies, checking planning and informal observations.

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 provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subjects 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.
- Clear information is provided for parents on the RE curriculum and right to withdraw.

- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligation 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 in RE.

Parent Right of Withdrawal

All pupils and staff have the right of withdrawal from Religious Education and Collective Worship 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 arise in other subjects such as History. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties before exercising their right of withdrawal.

B.Hussain - 9th June 2019

Reviewed Governors June 2019

B Hussain December 2020

Reviewed Governors December 2020