



**Grange View C.E. First School**  
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***We aim to SPARKLE!***

**Our Christian Vision is that- Everyone sparkles.**

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

*So don't hide your light! Let it shine brightly before others.*

**Matthew 5:16** The Passion Translation of the bible

**Our Ethos**

**The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom**

**Our Aims**

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



# Grange View C.E First School

## Religious Education Policy

April 2020

For people all over the world religion impacts on their way of life including their values, attitudes, emotions and actions. It is important that pupils have the opportunity to learn and enquire about different faiths including non believers so they can begin to understand the lifestyles of themselves and others.

In an increasingly diverse society RE helps to ensure that children and young people understand each other better; it also helps to break down fear and prejudice. It provides positive learning opportunities to enable pupils to become more self-aware and to broaden their horizons. In addition, RE has an important contribution to make to the spiritual, moral, social and cultural development of children and young people.

Adapted from the Northumberland Agreed Syllabus for Religious Education

### Aims and Objectives

At Grange View Church of England First School we aim to stimulate children's interest by providing engaging activities and a positive working environment while enhancing the school's ethos as a church school. We aim to develop each child's capabilities and expand upon their experiences to encourage a positive attitude towards Religious Education, specifically:

- To develop their knowledge and understanding of, and their ability to respond to, the major world faiths
- To consider questions of meaning and purpose in life
- To enable children are religiously literate and can make reasoned and informed judgements on religious and moral issues
- To develop children's sense of identity and belonging, preparing them for life as citizens in an increasingly diverse society
- To reflect on, analyse and evaluate their own beliefs, values and practices and communicate their responses
- To learn from as well as learn about religion and religious diversity
- To work with others, listen to each others' ideas, and treat others with respect
- To have opportunities to consider their own experiences, attitudes and values, and those of other people
- To relate to moral, religious and philosophical issues
- To consider religions and religious beliefs within local, national and international contexts

## Learning and Teaching Styles

The teaching of Religious Education is taught in line with the school's Teaching and Learning Policy. We aim to incorporate visual, auditory and kinaesthetic learning styles with an over arching enquiry based approach to fully engage children in their learning. As a school we understand the importance of practical sessions, with an importance placed on discussion, to ensure all children can access and achieve within an RE lesson.

We recognise that in all classes there are children of widely-different experiences and beliefs in Religious Education and we seek to provide suitable learning opportunities for all.

## Religious Education Curriculum Planning

We use the Northumberland Agreed Syllabus for teaching Religious Education as the basis for our teaching and to ensure coverage of the key elements in RE. As a school we teach Religious Education through a discreet scheme of work and use Understanding Christianity as a resource to aid effective planning and teaching. We ensure that there are opportunities for children of all abilities to develop their experiences and skills in each unit and we have a planned progression so that children can be increasingly challenged as they move through the school.

Our long-term plan maps the Religious Education topics studied throughout the two year rolling programme. The two year rolling programme allows children to have complete coverage of the agreed syllabus without having to repeat units of work within a key stage. Our medium-term plans provide greater information about how each unit of work will proceed and are largely based upon the agreed syllabus units of work.

Grange View C of E First School  
RE School Overview  
Cycle A

| YEAR<br>A | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|-----------|--|--|--|---|--|---|
| EYF5      | Christianity, God<br>What do Christians think God is like?<br>Why do we celebrate Christmas? |  | Christianity, Lifestyles<br>Is everyone the same?  | Christianity, festivals and celebrations<br>How do Christians celebrate Easter?     | Sikhism<br>Which people are special and why?                     | How can I help others?                          |
| KS1       | Christianity, God<br>What do Christians thank God for?                                       | Christianity, Jesus<br>Why is Jesus special to Christians?<br>How do we celebrate the festival of Christmas? | Christianity, Communities<br>What is a Christian Community and how do they express their sense of belonging? | Christianity, festivals and celebrations<br>Why do Christians do Lent at Easter?    | Judaism<br>Is Judaism the oldest religion?                       | Can we learn lessons from stories?              |
| KS2       | Christianity, Jesus<br>How did Jesus affect the people he met?                               | Christianity, God<br>What did Jesus think about God?   | Christianity, Communities<br>Are all Christians part of a community?   | Christianity, festivals and celebrations<br>Why do Christians celebrate a sad time? | Islam<br>Which is the most important pillar of Islam to Muslims? | How do different religions support communities? |

| YEAR B | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|--------|---|---|--|---|--|---|
| EYFS   | Christianity, Jesus<br>Why is Jesus special to Christians?        |   | Christianity, Communities<br>What is a community?  | Christianity, Festivals and celebrations  | Hinduism<br>What is Navaratri?                         | Are clothes and outfits important to religious people?                                |
| KS1    | Christianity, God<br>Why do Christians think of God as a creator? | Christianity, Jesus<br>Why were Jesus' friends special?<br>How do we celebrate the festival of Christmas? | Christianity, Lifestyles<br>Does it matter how we think and behave?<br>Should we value diversity?                    | Christianity, Festivals and celebrations<br>Why do Christians celebrate shrove Tuesday? | Hinduism<br>Are all God's equally important to Hindus? | Do Hindus and Christians celebrate religious festivals in the same way?<br>(weddings) |
| KS2    | Christianity, God<br>What is the trinity?                         | Christianity, Festivals and celebrations<br>Have Christians lost the meaning of Christmas?                | Christianity, Lifestyles<br>How do Christians show their love of God?<br>What is sainthood and can we all be saints? | Christianity, Jesus<br>Was Jesus a good friend to all?                                  | Judaism<br>Who is Jewish and how do they live?         | Why is Abraham so important to many people?   |

## Christianity and Other faiths

Following the Northumberland agreed syllabus we primarily teach the children Christianity with 25% of the curriculum covering other faiths and non. We teach other faiths as a standalone topic in the summer 1 and then compare it to Christianity in summer 2 (see long term plan). We also celebrate other faiths week where the children are able to immerse themselves in other faiths for a week that they would not be learning about that academic year.

## Foundation Stage

In our school children's early experiences of religion and beliefs provide a valuable foundation for learning at Key Stages 1 and 2.

We teach aspects of Religious Education in our Early Years unit through topic and stories. We relate the Personal and Social and Knowledge and Understanding of the World aspects of the children's education to the objectives set out in the Foundation Framework which underpins the curriculum planning for children aged three to five. Reception children start to teach RE more discretely and follow the school long term plan.

## Literacy

Religious Education contributes to the teaching of Literacy in our school by actively engaging the skills of speaking and listening. Children develop oracy through discussing questions and ideas with the rest of the class. It also develops skills in drama and writing through work on religious stories and practices where relevant. Children's RE writing can be found in their RE Writing books.

## **Information, Communication Technology (ICT)**

Children use ICT through Religious Education particularly in being provided with opportunities to use digital cameras and ipads to record images, experiment with photographic images and use these in their presentation of work. They use drawing and painting programmes to create images and word processing skills to present their work. Children also explore religions using the Internet in line with the school's Acceptable Use of the Internet Policy.

## **Personal, Social and Health Education (PSHE) and Citizenship**

Through Religious Education children develop self-confidence by being provided with opportunities to explain and explore their views and ideas. We encourage the children to have healthy debates and gain self-confidence in communicating and expressing themselves in a variety of ways.

## **Spiritual, Moral, Social and Cultural Development**

While teaching Religious Education we contribute to the children's spiritual, moral, social and cultural development.

## **Equal Opportunities**

All children should have equal access to the Religious Education curriculum which is developed through the individual child.

## **Teaching Religious Education to Children with Special Needs**

We teach Religious Education to children, whatever their ability. Religious Education forms a part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in the Individual Education Plans. Where appropriate alternative or specialised equipment or activities will be provided.

## **Children's Exclusion from Religious Education Lessons**

We understand that people hold different beliefs and we work towards a curriculum that acknowledges such diversity. If parents wish to withdraw their child/children from Religious Education Lessons and Collective Worship on the grounds of their beliefs they should:

1. Contact the class teacher to arrange a meeting with the class teacher and the RE lead to discuss the issues.
2. After this meeting, if they still wish for their child/children to be withdrawn from Religious Education lessons, parents should provide formal written notification.

## **Assessment and Recording**

We recognise that assessment in Religious Education is continuous and ongoing focusing on learning processes as well as final outcomes. Methods of assessment include observing, questioning, listening and where appropriate intervening. We assess children's work in Religious Education by making informal judgements as we observe them during each Religious Education lesson and a RE assessment at the end of each topic. At the end of a unit of work the teacher makes a judgement based on observations and the assessment. All assessments are collected and stored by the RE lead.

## **Time Allocation**

Units of work in Religious Education are taught weekly or in 'blocks' depending on the nature of the unit. As a school we provide key stage 1 classes with the equivalent of a minimum of 36 hours of Religious Education teaching and learning each year. Key stage 2 classes are provided with the equivalent of a minimum of 45 hours of Religious Education teaching and learning each year.

## **Homework**

Homework is given in line with the school's Homework Policy and often takes the form of research relating to the unit of work.

## **Resources**

There are a variety of resources for teaching and learning Religious Education in school. These are kept within a central store in the hall. Other resources may be obtained through purchase, through discussion with the RE co-ordinator and head teacher. We have access to resources from The Schools Library

Service and The Educational Resource Library at Church House upon request and reasonable time scale.

### **Display and Presentation**

Display and presentation is regarded as a visual stimulus for children. All members of staff are responsible for organising display of children's work throughout the school. All classes should have a visible display relating to recent work in Religious Education or their class value.

### **Professional Development/INSET**

All staff are encouraged to attend relevant in-service training courses to develop and extend their skills.

### **Monitoring and Review**

Monitoring of the standards of children's work and the quality of Religious Education teaching is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Religious Education, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject leader reviews samples of planning and children's work and, when possible, observes examples of Religious Education teaching across the school.

Date: May 2020

Signed: \_\_\_\_\_

Chair of Governors

Review: