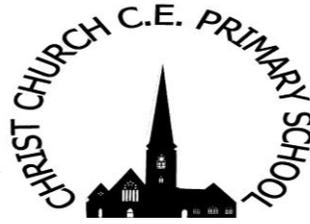


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Reach for the stars

Values

- As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of respect, friendship, love, forgiveness, trust, perseverance and spirituality are at the heart of all school life.
- We are an inclusive school which means we welcome everyone into our school. We thrive on diversity.
- We strive to ensure that children are happy here, that they enjoy their education and are given every opportunity to reach their full potential.
- We endeavour to provide a caring, safe and engaging environment where individuals feel valued and that they belong.

Learning

- At Christ Church we put the wellbeing, development and progress of our children first. We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.
- Our mission is to develop independent learners with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs.
- We seek to engender the joy and wonder of learning by providing a creative and challenging curriculum which makes learning vivid, real, enjoyable and fun.

Partnership

- ❖ We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them. We encourage partnerships with governors, parents and our local parish community and promote partnerships locally, nationally and globally in order to become active citizens and responsible stewards of our world.

The Parable of the Lost Sheep Luke 15 New International Version (NIV)

Christ Church has chosen the story of the Good Shepherd to represent our school. This story has been chosen because we are all shepherds caring for each individual child; every last one is important. But the role of sheep and shepherd is interchangeable. Sometimes even staff can be sheep and governors have been the shepherds. Children too can be shepherds as they show kindness and thoughtfulness towards each other and adults in school. The whole school family supports and cares for each other and staff, children and parents change roles.

15 Now the tax collectors and sinners were all gathering around to hear Jesus. ² But the Pharisees and the teachers of the law muttered, "This man welcomes sinners and eats with them."

³ Then Jesus told them this parable: ⁴ "Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? ⁵ And when he finds it, he joyfully puts it on his shoulders ⁶ and goes home. Then he calls his friends and neighbours together and says, 'Rejoice with me; I have found my lost sheep.' ⁷ I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent."



Introduction

Christ Church CE Primary is a church school with Christian values running through all aspects of school life. Religious Education is seen as an important core subject as it enables pupils to learn about and from religions. It can promote the spiritual, moral, cultural and social development of our pupils that enables them to achieve their full potential.

The school has a positive Christian Ethos and gives pupils, staff and the whole school community the opportunity to experience the Christian way of life. Its values are rooted in the teachings of Christianity and these are made explicit. Our mission statement *Reach for the Stars*, encapsulates our belief that everyone should be the best they can be.

The legal requirements governing Religious Education are set out in the Education Reform Acts of 1988 and confirmed by the Education Acts of 1996 and 1998.

The requirements are as follows:

- Religious Education must be provided for all registered pupils in maintained schools, including those in reception classes and sixth forms.
- Religious Education in voluntary aided schools must be provided in accordance with the Trust Deed of the school and the wishes of the Governing Body.
- Parents have the right to withdraw their children from Religious Education and this right should be identified in the school prospectus.
- Religious Education must not be denominational but teaching about denominational differences is permitted.
- The Educational Reform Act (1988) states that 'Religious Education must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country.' The Diocesan agreed syllabus meets the above requirements.

The Aims of Religious Education

Religious Education should help pupils to:

- develop spiritual, moral, social and cultural development, and prepare them for the opportunities, responsibilities and experiences of life;
- acquire knowledge and understanding of Christianity as a worldwide, multicultural living faith;

- acquire knowledge and understanding of the principle religions other than Christianity, religious communities and secular views which are represented in Great Britain;
- develop understanding of the ways in which religious beliefs and secular views influence the values, practices and behaviour of individuals, communities, societies and cultures;
- develop the ability to make decisions and judgements about religious and moral issues based on careful consideration of argument, with reference to the teachings of Christianity and other principal religions represented in Great Britain.
- address fundamental questions about life and assisting personal search for meaning and purpose through consideration of the beliefs and teachings of Christianity and other principle religions represented in great Britain;
- reflect on personal belief, experience and values in the light of their study of religion, whilst growing in self confidence and knowledge;
- develop positive attitudes towards other people who hold different views and beliefs;
- develop the capacity to form individual attitudes and beliefs based on considered opinions even though they may differ from the majority;
- cultivate feelings of wonder, delight and mystery and to reflect upon the natural world;
- foster an attitude of fair-minded enquiry towards a whole range of religious and non-religious convictions;
- encourage respect, understanding and tolerance of those who adhere to different faiths and the ability to recognise prejudice;
- extend pupils' awareness that people do commit themselves to causes and beliefs;
- reflect theologically and explore the ultimate questions and challenges of life in today's society.

To enable the children to fully develop, we ensure that Religious Education maintains a balanced approach of learning about religion (Attainment Target 1) and learning from religion (Attainment Target 2).

This can be expressed distinctively as:

Learning about Religion

We 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 scripture, tradition and reason.

Learning from Religion

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Taken from the National Society *Excellence and Distinctiveness Guidance on RE in Church of England Schools* document (2005)

Schools play a significant role in shaping the beliefs, values and world view, sense of identity and self worth of each new generation.

Steve Chalk, Generation to Generation published by Scripture Union and Fanfare

1. Provision for Religious Education

Time for Religious Education

Key Stage 1	36 hours per year
Key Stage 2	45 hours per year

Curriculum time for Religious Education is distinct from time spent on collective worship.

2. Religious Education Scheme of Work

The school follows the scheme of work and guidelines produced by the Diocese of Durham board of Education and the Newcastle Diocesan Education board. Please refer to the detailed scheme of work for further guidance.

3. Planning

Each teacher needs to ensure that the religious education offered to each child is carefully planned and matched to the child's ability and level of understanding. It should raise the child's awareness of and understanding of the nature of faith and help develop attitudes of respect and tolerance towards others. Planning should be differentiated accordingly to ensure inclusive practice, and that any children with SEND are able to access the learning accordingly. Long term planning is based on the requirements of the scheme of work from the Diocese of Durham Board of Education and Newcastle Diocesan Education Board in consultation with the Blackburn Diocesan Board of Education and an understanding of the needs and abilities of our pupils. Medium term plans outline the programme for the forthcoming half term for each year group and are based on the units from the scheme. Teachers use the units of work provided in the detailed schemes of work. Each unit is dated, highlighted and annotated on a weekly basis to show clearly which objectives that are the focus of that week. When planning, teachers have a responsibility to consider the balance of opportunities in the subject and differentiation.

Progression

Christ Church CE Primary uses the units from the agreed Religious Education syllabus supplied by the Diocese of Durham Board of Education/ Newcastle Diocesan Education board to ensure that progression is appropriate. The required units of work are taught for the given year group and the based upon the cohort of children and prior knowledge the pupils have, supplementary units are then taught.

4. Assessment

Assessment is an integral part of the syllabus and must be included in teachers' planning. Christ Church CE Primary uses teacher assessment on a half term basis and then level an assessed piece every term, to monitor progress and development.

Religious Education is not subject to nationally prescribed attainment targets, programmes of study and assessment arrangements. However, there are good reasons for a system of assessment in Religious Education to:

- monitor pupil progress;
- monitor the effectiveness of teaching;
- provide feedback to pupils on the quality of their work;
- enable pupils to reflect on their work;
- help pupils to acknowledge their achievements;
- provide a basis for giving parents an account of their child's learning and development;
- give an idea of levels of achievement in RE.

Above all, assessment is an integral part of the planning process. The form of assessment is chosen to ensure the fulfilling of the teaching objectives listed in the Diocesan Syllabus. The

teaching outcomes, together with the learning outcomes, which indicate what pupils might be able to do as a result of their work in RE, form the basis of the assessment of the pupils.

At Christ Church CE Primary, we concentrate assessment on learning throughout the course of a term. We use our own records based on the 8 Level Scales from RE Today as advised by the Diocese. We use the end of key stage statements in conjunction with work produced by the pupil to make a judgement about each pupil's progress.

A variety of assessment techniques are used including visual, oral, written and diagrammatic tasks as suggested in the Medium Term Planning.

Each teacher will be responsible for keeping a record of progress made by pupils in his/her class. Progress in RE is reported to parents on an annual basis in a written report and orally at Parents' Evenings.

The Attainment Targets for Religious Education

AT1 Learning about Religion

We 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 scripture, tradition and reason.

AT2 Learning from Religion

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it.
- responding personally to the stories and teachings of Jesus Christ.
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

The two attainment targets are closely related and neither should be taught in isolation. Therefore assessment needs to take place in relation to both attainment targets. In deciding on a pupil's level at the end of a key stage, teachers should judge which best fits the pupil's performance.

As recommended by the Newcastle Diocese we use the eight levels as taken from the Religious Education non-statutory guidance (5 shown here) P levels are used if appropriate and Early Learning goals are addressed in the Foundation Scheme of Work

	Attainment Target 1 Learning about religion	Attainment Target 2 Learning from religion
1 Recognising and talking about religion	<p>Pupils</p> <ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious life and practice • Can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. 	<p>Pupils talk about</p> <ul style="list-style-type: none"> • their own experiences and feelings, • what they find interesting or puzzling • what is of value and concern to themselves and to others.
2 Identifying religious materials and asking questions	<p>Pupils</p> <ul style="list-style-type: none"> • Use religious words and phrases to identify some features of religion and its importance for some people • Begin to show awareness of similarities in religion • Retell religious stories and Suggest meanings for religious actions and symbols • Identify how religion is expressed in different ways 	<p>Pupils</p> <ul style="list-style-type: none"> • Ask, and respond sensitively to, questions about their own and other's experiences and feelings. • Recognise that some questions cause people to wonder and are difficult to answer. • In relation to matters of right and wrong, recognise their own values and those of others.
3 Describing religion and making links to their own experience	<p>Pupils</p> <ul style="list-style-type: none"> • Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. • Make links between beliefs and sources, including religious stories and sacred texts. • Begin to identify the impact religion has on believers lives. • Describe some forms of religious expression 	<p>Pupils</p> <ul style="list-style-type: none"> • Identify what influences them, making links between aspects of their own and others' experiences. • Ask important questions about religion and beliefs, making links between their own and others' responses. • Make links between values and commitments, and their own attitudes and behaviour.
4 Showing understanding of religion and applying ideas themselves	<p>Pupils</p> <ul style="list-style-type: none"> • Use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • Make links between them and describe some similarities and differences both within and between religions. • Describe the impact of religion on people's lives. • Suggest meanings for a range of forms of religious expression. 	<p>Pupils</p> <ul style="list-style-type: none"> • Raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. • Apply their ideas to their own and other people's lives. • Describe what inspires and influences themselves and others.
5 Explaining the impact of religion and expressing their own views of religious questions	<p>Pupils</p> <ul style="list-style-type: none"> • Use a increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • Describe why people belong to religions • Understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • Explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression within and between religions. 	<p>Pupils</p> <ul style="list-style-type: none"> • Ask and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments relating them to their own and others' lives. • Explain what inspires and influences them, expressing their own and others' views in the challenges of belonging to a religion.

5. Monitoring and Evaluation

Religious Education is part of our monitoring and evaluation timetable. Monitoring is completed by the head teacher and RE co-ordinator. The link governor for RE is also involved and receives reports which are tabled at governor meetings. A portfolio of work is being developed and used to monitor and evaluate pupil progress and attainment. We also use the levelled pieces of work from Lat Blackclock, RE advisor in RE today as a comparison to judgements of staff.

6. Resources

Religious Education has an annual budget and resources are kept in a central location in the staff room. Resources are stored in themed boxes. Teachers are also members of the North East Resources Centre at Church House.

7. Inclusion and arrangements for dealing with parental request for the withdrawal of pupils from Religious Education

One aim for Religious Education states that Religious Education should help pupils to develop a positive attitude towards other people, respecting their right to hold different beliefs. This aim applies to those people and beliefs encountered both inside and outside the classroom, and it is often the former which can present the greatest challenge.

- Some pupils will come from religious homes and some of these pupils will volunteer information and presentations about their experiences. Some of their experiences of religious rituals and celebrations may differ from the accounts in textbooks. Within any one of the faith traditions, there will be common beliefs but a diversity of practices. Such diversity should be acknowledged and respected.
- Other pupils from religious homes may be reticent about expressing their beliefs and rituals publicly. Their beliefs and reticence should also be respected.
- Many pupils will come from homes with no religious affiliation and these pupils should also be acknowledged and respected. These pupils will have beliefs and values, albeit not stemming from religious tradition and Religious Education teachers can help them to articulate their world views.
- There will be some pupils whose parents have exercised their right to withdraw their child from all or part of the Religious Education programme, for example, children who are Jehovah Witnesses may be able to participate in much of the Religious Education programme but will be withdrawn from the lessons dealing with the celebration of festivals. Teachers might review whether their teaching about festivals in Religious Education is sufficiently balanced in relation to other aspects of the Religious Education programme and whether it might be possible for those pupils to engage in parallel tasks which do not compromise their beliefs. The degree of withdrawal required from

Religious Education should be negotiated with parents or guardians in order to respect the commitments of all.

8. Contribution of Religious Education across the curriculum

Spiritual, moral, social and cultural development

Religious Education provides opportunities to promote ***spiritual development*** through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth;
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices;
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and community identity;
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God;
- valuing relationships and developing a sense of belonging;
- developing their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to promote ***moral development*** through:

- enhancing Christian values particularly valuing diversity and engaging in issues of truth, justice and trust;
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders;
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion about values and ethical codes of practice,
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity;
- considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to promote ***social development*** through:

- considering how religious and other beliefs lead to particular actions and concerns;
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions;
- articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious Education provides opportunities to promote ***cultural development*** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures;

- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Promoting Citizenship

Religious Education plays a significant part in promoting Citizenship and fundamental British values through:

- developing pupils' knowledge and understanding of the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combating discrimination;
- enabling pupils to think about topical spiritual, moral, social and cultural issues, including the importance of resolving conflict fairly;
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally;
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

Promoting Personal, Social and Health Education

Religious Education plays a significant part in promoting Personal, Social and Health Education through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, moral decision-making and being encouraged to share their opinions;
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views;
- developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Promoting key skills

Religious Education provides opportunities for pupils to develop the key skills of:

- **communication** through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insights about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments;
- **application of number** through calendrical reckoning, collecting, recording, presenting and interpreting data involving graphs, charts and statistical analysis;
- **computing** through using the internet to research information about religions and beliefs, teachings and practices, using email to communicate and analyse information with people of differing beliefs and cultures, using spreadsheets and databases to handle and present data relevant to the study of Religious Education;
- **working with others** through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity;
- **improving own learning and performance** through setting targets as part of Religious Education development, reviewing their achievements and identifying ways to improve their own work;
- **problem solving** through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.

Promoting other aspects of the curriculum

Religious Education provides opportunities to promote:

- **thinking skills** through helping pupils to research, select, interpret and analyse information from religious traditions, reflect and question their own views and ideas and those of others and communicate their ideas in a variety of ways;
- **financial capability** through considering the responsible use of money, the importance of giving and the ethics of wealth, debt, poverty, gambling, business and investment;
- **creativity and culture** through considering the scope of human nature, sources of inspiration and discovery, connections with beliefs, values and forms of artistic expression, appreciating the value of cultural distinctiveness and reflecting on beauty, goodness and truth in creative and expressive arts;
- **education for racial equality and community cohesion** through studying the damaging effects of xenophobia and racial stereotyping; the impact of conflict in religion, and promotion of respect, understanding and cooperation through dialogue between people of different faiths and beliefs,

- ***effective contributions to scientific, medical and health issues*** through exploring the nature of humanity and human interaction with the world, exploring developments in genetics and medicine and their application and use and exploring concepts of health and well-being and their promotion;
- ***links to employment, vocations and work-related learning*** through a focus on individual sense of purpose and aspiration in life, and through considering the appropriateness and relevance of Religious Education to a wide range of employment opportunities and development of spiritual and ethical issues linked to the world of work;
- ***education for sustainable development*** through helping pupils consider the value of life, the importance of looking after the environment and studying the ways in which religious beliefs and teachings have influenced attitudes to the environment and other species.

9. The Role of the RE co-ordinator

The RE co-ordinator works in conjunction with the HT as curriculum manager. The role of the subject leader is to increase pupil progress and raise attainment in RE and involves:

- monitoring planning and assessments, scrutiny of books and lesson observations and providing constructive feedback;
- analysing data and contributing to the school development plan;
- modelling good practice;
- keeping informed about developments and new initiatives to support the teaching of RE and ensuring staff and governors are informed;
- improving teaching in RE and supporting teachers in planning and using resources appropriately;
- upgrading and ordering resources and arranging their storage;
- updating the school policy when necessary.

This policy will be reviewed every two years.