



Religious Education (RE) Policy

School Leader: K Gilsean

Link Governor: Rev. Andy Ward

Policy Approved **Signed:** Rev. Andy Ward **Date:** 17.07.19

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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 well together: Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. (A Statement of Entitlement, 2019)

St Chad's CofE Nursery and Infant School recognises the effect that an inclusive teaching style can have on a child's progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the Derby City Agreed Syllabus.

The school has created this policy in order to ensure that:

- All children are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All children understand all elements of RE, as per the locally-agreed curriculum.
- All children receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

Legal framework

This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

This policy has been created with regard to the following DfE guidance:

- DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2017) 'Statutory framework for the early years foundation stage'

This policy has been created with regard to the following Church of England publications:

- Vision for Education (2016) Deeply Christian, Serving the Common Good
- Valuing All God's Children (2014)



Aims

As a Church of England school, the teaching and learning of Christianity is integral within our Religious Education provision. At St. Chad's, we are committed to providing a high quality Religious Education programme for every child in our care.

Our aims are to:

- Provide a religious programme with Christianity at its core;
- Make connections with world religions and faiths;
- Provide children with opportunities to debate, challenge and discuss views (*theological concepts*);
- Provide children with opportunities to explore religion over time;
- Provide children with opportunities to explore big questions and critically reflect (*philosophical concepts*);
- Thread and embed our distinctively Christian school vision and values of love, respect, compassion and respect (*Human/Social Science*);
- Engage in a wealth of religious stories and draw out key messages, allowing children to make connections with their own lives;
- Make links with the local community;
- Make links nationally.

We are immensely proud of our school's diverse community and we support children to hold an informed conversation about Christianity and other religious beliefs. Children are provided with opportunities to:

- Explore controversial issues in the modern world;
- Work with local communities who promote the beliefs taught in lessons;
- Learn outside the classroom by participating in educational visits;
- Take part in themed days and collective worships which celebrate different beliefs.;
- Deploy their skills and reflect on questions regarding truth and morality.

Entitlement

Since 1944, all schools have been required to teach RE to all children on roll (with the exception that parents have the right to withdraw their children from the subject). Religious Education remains part of the core curriculum for all children. (*See Derby Agreed Syllabus*)

We adhere to the *Statement of Entitlement* to meet the statutory requirement. We are committed to delivering the legal requirement of 36 hours per year (1 hour per week to the teaching of RE in each year group).

Roles and responsibilities

The subject leader is responsible for:

- Providing a strategic lead and direction for RE across the school
- Taking the lead in new policy development including, the production, review and revision of schemes of work to ensure progression and continuity



- Keeping up to date with developments in RE education and, share relevant information with colleagues as appropriate
- Supporting colleagues providing help with subject knowledge
- Accepting responsibility for purchasing and organising central resources
- Monitoring progress in RE and maintaining good communication with the Head of School
- Monitoring and evaluating the standards of children's work (including the quality of teaching and learning)
- Reporting to Governors regarding progress and achievement in RE

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of children' RE, with due regard to the Derby Agreed Syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the Derby Agreed Syllabus.
- Liaising with the subject leader about key topics, resources and support for individual children.
- Monitoring the progress of children in their class.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

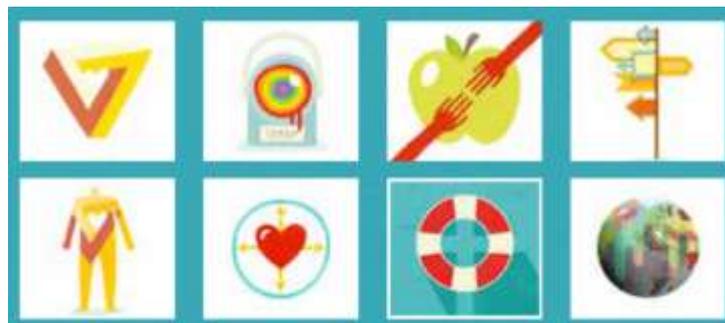
Organisation and planning

At St Chad's, RE is viewed as a core subject and has equal value to both English and Maths. We provide a broad and balanced curriculum across the school year. Key multi-faith dates are highlighted on our school Year Planner and celebrated in a range of ways throughout school, within the local community and at places of worship.

All children are taught RE as an integral part of their personal, social and emotional learning. All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling. Children will be provided with opportunities to reflect on their own feelings and experiences. Teachers will encourage imaginative play and curiosity in children.

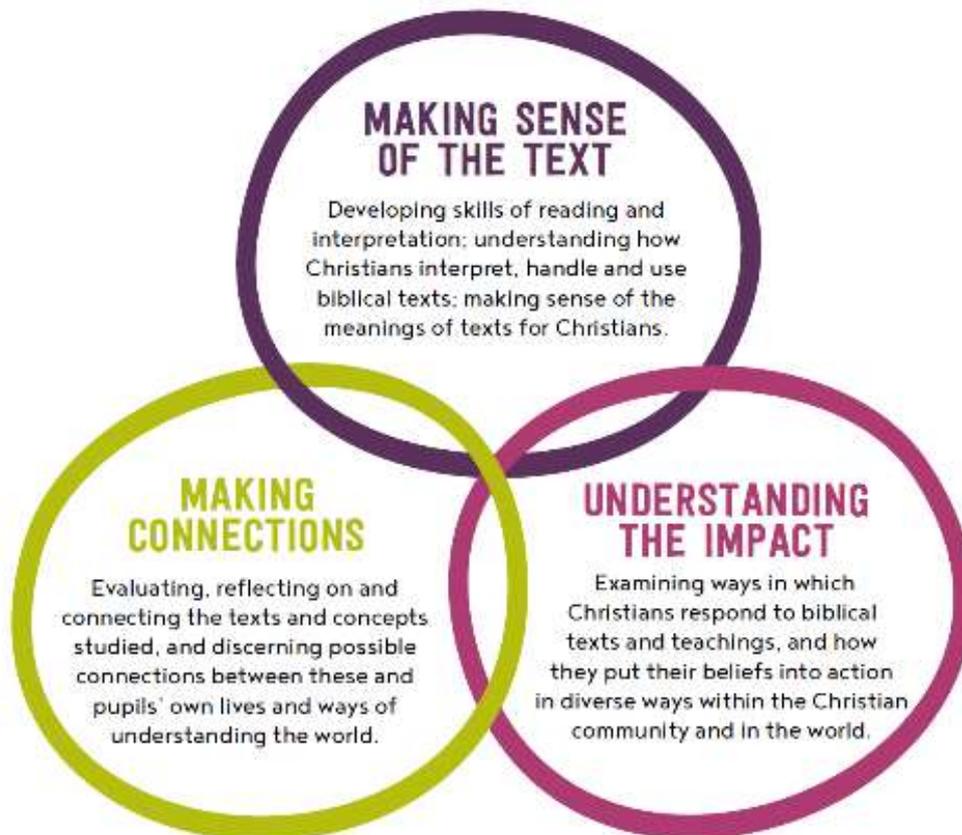
We deliver the *Understanding Christianity* programme alongside the *Derby Agreed Syllabus*. Within the Understanding Christianity programme, there are eight core Christian concepts that help to tell the 'big story' of the Bible to children:

- God
- Creation
- Gospel
- Incarnation
- Salvation





Children encounter these concepts a number of times as they move through school to develop and deepen their understanding. Through these concepts, children are able to examine and reflect upon their own ideas and values.



To add further scope and diversity to our RE provision, we also follow the Derby City Religious Agreed Syllabus. This Agreed Syllabus for Religious Education (RE) has been approved by both the Derby City Agreed Syllabus Conference and by Derby City Council. It provides the legal framework for a syllabus for RE for all Derby City Schools. The syllabus encourages children to study each religion on its own term and encourages the development of:

- self-understanding
- respect for all
- open-mindedness
- curiosity and wonder
- commitment
- fairness
- critical -mindedness
- enquiry

Believing	Expressing	Living
a) religious beliefs, teachings and sources of authority e) questions of meaning, purpose and truth	c) religious and spiritual ways of expressing meaning d) questions of identity, diversity and belonging	b) religious practices and ways of living f) questions of values and commitments



The long term plans provide an overview of coverage over the school year.

EYFS Overview:

	Understanding Christianity	Derby city agreed syllabus
Autumn 1		Special people: Which people are special and why? LOVE ethos
Autumn 2	F2: Why do Christians perform nativity plays at Christmas? INCARNATION	Special stories: What stories are special and why?
Spring 1		Special times: What times are special and why? Celebrations (Birth/wedding/birthday)
Spring 2	F3: Why do Christians put a cross in an Easter Garden? SALVATION	Special places: What places are special and why?
Summer 1		Being Special: Where do we belong?
Summer 2	F1: Why is the word 'God' so important to Christians? CREATION	Special world: What is special about our world?

KS1 Overview:

	Understanding Christianity	Derby city agreed syllabus
Autumn 1	1.2 Who made the world? CREATION	1.1 Who is a Christian / a Muslim / Jewish and what do they believe? 1.2 What can we learn from creation stories? 1.4. What do stories of Jesus tell Christians about how to live? A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;
Autumn 2	1.3 Why does Christmas matter to Christians? INCARNATION	1.5. In what ways is a church / mosque / synagogue important to believers? 1.6. How and why do we celebrate special times? A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;
Spring 1	1.4 What is the good news that Jesus brings? GOSPEL	1.7. How do we show we care for others? 1.8. What does it mean to belong? 1.3 Who is an inspiring person and why?
Spring 2	1.5 Why does Easter matter to Christians? SALVATION	1.7. How do we show we care for others? 1.8. What does it mean to belong? A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;
Summer 1	1.1 What do Christians believe that God is like? 1.2 GOD	1.3 Who is an inspiring person and why? B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;
Summer 2	Places of worship	B3. Notice and respond sensitively to some similarities between different religions and world views.



Each unit of work:

- Asks a big question
- Makes reference to a Biblical text or parable
- Opens debate and discussion
- Invites spiritual moments

Children are supported to:

- Explore their own feelings
- Make links with world faiths
- Reflect critically
- Make connections with the school's Christian values
- Make links with their own lives

Children are regularly provided with opportunities to visit places of worship in the local community.

Visual schemas

At St Chad's, we recognise that the majority of our children do not speak English as a first language. To ensure that RE is language accessible to all, particularly where abstract content is taught, we adopt a number of visual strategies in both whole-school and individual RE lessons. Each RE lesson follows the same order to allow children to develop a sense of order, understanding, anticipation and participation. There are four key parts:

Big Question	Hello Time	Modelling Time	Reflecting Time
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To improve understanding of the unit of work, several methods of teaching is deployed including but not limited to:

- Storytelling
- Drama and role play
- Story maps
- Adult-led activities
- Child initiated activities
- Debating

The following bibles have been selected for use in school, taking into account the ages and stages of language development:

Early Years Foundation Stage (FS1)	Early Years Foundation Stage (FS2)	Key Stage 1/ New to English	Key Stage 1 More Able Readers



The 'big frieze' is visible and in use in every classroom and in shared spaces around school. Children regularly display work linked to the current Understanding Christianity unit of work. Children often explore the frieze in small sections and identify smaller details and discuss their views and opinions.



Physical artefacts and small world provision helps our children to visualise, touch and feel.



Key Biblical stories and parables taught from EYFS to Year 2 (Understanding Christianity)

Unit	Bible story/parable	Digging deeper
Creation	The Creation Story	In the beginning God created the heavens and earth (Genesis 1:1 NIV) God asked Adam to name the animals (see Genesis 2:19-20) God looked at everything he had made, and it was very good (Genesis 1:31 NIV) God put Adam in charge of the fish, the birds and all the wild animals (see Genesis 1:20) O LORD, what a variety of things you have made! In wisdom you have made them all. The earth is full of your creatures. (Psalm 104:24 NLT)
Incarnation	Incarnation Story (Birth of Jesus/Christmas) The Feeding of the Five Thousand (John 6:1-13)	Jesus welcomes the children (Mark 10:13-16) Jesus lost in the Temple (Luke 2:41-51) The lost coin (Luke 15:8-10) He knows every hair on your head



		(see Matthew 10:30) Love one another as I have loved you (see John 13:34–35) Golden Rule – Do as you would be done by (see Matthew 7:12) You are precious to me and I love you (see Isaiah 43:4)
Salvation	Salvation Story (Jesus' death/Easter)	The two great commandments: Love God and love your neighbour as you love yourself; Luke 10:27, offering a reason for helping The Good Samaritan (Jesus' parable), Luke 10:25–37, offering a selfless example of helping others 'Do not worry about anything. But pray and ask God for everything you need. And when you pray, always give thanks'. (Philippians 4:6 ICB)
God	The Lost Son	The story of Jonah
Gospel	Matthew 9:9–13: Jesus calls a tax collector to be his disciple Luke 6:37–38: Repentance and forgiveness are available to all John 14:27: Jesus gives peace Luke 11:9–13: God is like a loving father Matthew 13:45–46: A pearl of great price	Good news: God likes to give good things in answer to prayers: Luke 11:9–13 Being thankful: How much does it matter? Luke 17:11–19

Vocabulary (links with Word Aware)

Creation	God, create, creation, creator, heaven, earth, day night, light, dark, animals, sea, land, rest, world, Adam, Eve, temptation
Incarnation	Jesus, birth, gospel, angel, shepherd, wise man, king, Mary, Joseph, nativity, thankful, gift, gold, frankincense, myrrh, worship, manger, Nazareth, Bethlehem, advent,
Salvation	Easter, cross, tomb, heaven, palm, hosanna, forgiveness, reconciliation, sacrifice, Lent, prayer, worship, Salvation, crucifix, sin, rose, confession, resurrection, Holy week, belief
God	Parable, forgiving, welcome, belief, sorry, God, father, wonder, son, lord, king, generous, pray, sorry, lost, found
Gospel	Gospel, good news, instructions, forgiveness, peace, strong, kind, clever, helpful, share, brilliant, admired, successful, surprise, welcome, war, confess

Prayer and reflection

Positive attitudes to prayer are modelled by all staff and all children are expected to behave in a quiet and respectful way. A key reflection or prayer linked to the unit of work is shared at the end of each RE lesson.



Visits and visitors

We value our strong links with St Augustine's Church. Both Reverend Andy Ward and Reverend Sarah Watson are instrumental in bringing our RE curriculum to life.

Throughout the children's time at St Chad's, they will visit a minimum of four places of worship to explore a range of diverse faiths within our local community.

Christian Church

Reverend Andy Ward
Curate Sarah Watson
curate.walbrook@gmail.com
rector.walbrook@gmail.com
St Augustine's
Upper Dale Rd
Derby
DE23 8BP

Christian Cathedral

Reverend Vivienne Lawrence vivlawrence@derbycathedral.org
Derby Cathedral
Centre 18-19 Iron Gate,
Derby
DE1 3GP

Sikh Gurdwara

Guru Arjan Dev Gurdwara Derby
Stanhope St, Derby DE23 6QJ

Christian Church

Salvation Army

derby.central@salvationarmy.org.uk
The Spot
34 - 38 Osmaston Road
Derby
DE1 2HU
United Kingdom
Phone: 01332 344 413

Christian Church

Salvation Army

derby.central@salvationarmy.org.uk
The Spot
34 - 38 Osmaston Road
Derby
DE1 2HU
United Kingdom

Hindu Temple (contact through the Multi-faith Centre)

Catholic Polish Church

Father Sebastian
Gordon Road
Derby
01332 364078



Jamia Mosque (contact through the Multi-faith Centre)

Jamia Mosque
6 Rosehill Street,
Derby
DE23 8GB

Assessment

Children are assessed using methods of formative and summative assessment throughout the year. Formative assessment is carried out routinely throughout the year. Assessments are carried out at the end of each unit of work to measure children's development throughout each half-term. The results from formative assessments are used to inform teachers' lesson plans.

Class teachers complete an end of half term assessment and track children's progress over an academic year. This information is passed on at the end of the school year to each child's future teachers, in order to measure how well a child has progressed at any given time in their education.

During RE lessons adults record children learning in a range of ways. They will record using:

- Photos and videos;
- Annotations of children's voices
- RE books (KS1).

Children reflect on the big question at the beginning and end of each unit of work to showcase their learning over one half term.

Reporting to parents

Verbal reports will be provided at parent's evenings (x3 per year). Parents will be provided with a written report about their child's progress during the Summer term every year. The progress of children with SEND will be monitored by the SENCO.

Special Education Needs

Our school aims to provide a broad and balanced education for all children. Through our teaching of RE we provide learning opportunities that are matched to the needs of all children and that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. This will enable children with learning and/or physical difficulties to take an active part in RE learning and practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

Equal Opportunities

- All children will have equal access to the RE curriculum.
- Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede children from accessing RE lessons.



- When a child's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the child's needs.
- Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

Staff development

Staff regularly attend staff meetings and training, where appropriate, led by RE specialists and subject leader. The RE lead regularly accesses training through Derbyshire Diocese.

Monitoring arrangements

The RE leader monitors RE through;

- Regularly reviewing and updating the SIAMs self-evaluation with actions and impact;
- Regular lesson observations;
- Regular work scrutiny, and open discussion with teachers and children;
- Regular promotion of self-evaluation and reflection through curriculum monitoring sheets;
- Regular adult and pupil surveys.

This policy will be reviewed on an annual basis by the RE Leader in agreement with the governing body. This policy will be evaluated in accordance with feedback from questionnaires and class discussions. Any changes made to this policy and the RE programme will be communicated to all members of staff.