



Alverthorpe St Paul's CE (VA) School 3-11 yrs

Religious Education & World Views Policy



January 2019



Vision

'Shining Together'

At St Paul's we encourage everyone to let their light SHINE, for others and for God, as unique individuals and together as a school. We aim to equip children with the confidence, knowledge, skills and understanding to positively shape their future.

S – Safe & Successful

H – Happy & Honest

I – Independent & Inclusive

N – Nurturing & Never give up

E – Encouraging & Enthusiastic

Values

Our Christian values underpin our school vision. The six Christian values that were chosen by adults and children in support of our vision are:

- Love
- Trust
- Courage
- Forgiveness
- Friendship
- Respect

Introduction

This is a Church of England voluntary aided School. We welcome all children and their families from the local community. Looking towards Jesus Christ as our example, we aim to provide a quality education that enables all children to shine within a caring Christian environment. We also aim to create a happy, safe environment where children and adults can respect and value each other. We encourage children to take pride in belonging to our school and all that it offers. We foster skills such as co-operation, tolerance, understanding of others and a respect for differences.

We aim, through our actions within the life of the school, for pupils to encounter the Christian faith in an open and exploratory way. We aim to develop the knowledge that some people have a Christian faith that they value and by which they choose to live. Others may have a different faith or no faith. We encourage children to learn to respect world views and beliefs which are different to their own. We trust that by our actions we will lead children to want to search for a faith that has meaning for them.

We ensure that the Church of England's Statement of Entitlement is met by giving children access to a high quality Religious Education curriculum.

Ethos

As a Church of England voluntary aided school we welcome the opportunity to place the Christian faith at the heart of everything we do. We maintain a Christian ethos of support and acceptance where each individual is valued as unique and created in God's image. R E in a Church School should be of the highest standard, always



striving for excellence, reflecting the school's distinctive Christian character. We aim to ensure that we promote quality learning experiences for all our pupils. Our aim in school is for the standards in RE to be at least as high as in other core subjects and regularly above them.

Aims of Religious Education and world views

To enable pupils to hold balanced and informed conversations about religion and belief we aim to:

- Develop pupil's knowledge and understanding of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- Provide opportunities for pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights and to engage in informed reflection and discussion.
- Contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- Recognise commonality and difference within Christianity and other faiths.
- Enable pupils to give a theologically informed and thoughtful account of Christianity as a living and diverse faith that they can explore and reflect with openness, interest and respectful curiosity.
- Enable pupils to develop an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Develop pupil's awareness of the richness of religions and their contribution to society and cultures in order that they may form increasingly mature opinions about the world in which they live.
- Support pupils in developing a sensitive understanding of the significance of religious commitment and practice in the lives of some people in order that they may develop respect for people whose beliefs may be different from their own.
- Allow pupils to engage in meaningful and informed dialogue with those of other faiths and none.
- Provide opportunities to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Statutory duties

These are based on the following legislation:

- The Race Relations Act 1976;
- The Race Relations Amendment Act 2000;
- The Disability Discrimination Acts 1995 and 2005;
- The Sex Discrimination Act 1975, as amended by the Equality Act 2006;
- The Education and Inspections Act 2006.



Learning and teaching

We follow the Leeds Diocesan Agreed Syllabus for RE and use the recommended Understanding Christianity resources. Understanding Christianity is centred around eight core concepts which are at the heart of Christian belief. These are God, Creation, the Fall, People of God, Incarnation, Gospels, Salvation and Kingdom of God. These core concepts are explored through Biblical texts placing the texts and concepts within the wider Bible story. Each unit incorporates three elements: **making sense of the text**; **understanding the impact** and **making connections**.

- **Making sense of the text:** developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
- **Understanding the impact:** examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
- **Making connections:** evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Similarly the other world views and faith units encompass the three elements: **making sense of belief**; **understanding the impact** and **making connections**.

- **Making sense of beliefs:** Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation.
- **Understanding the impact:** Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.
- **Making connections:** Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

Christianity is the main focus taking up at least two thirds of the curriculum content covered in each year group. Pupils also have the opportunity to learn about other religious faiths and with more in depth studies of Islam in KS1 and UKS2 and Hinduism in LKS2.

We aim to teach religious education in a lively and stimulating way encouraging lots of discussion but also providing opportunities for children to be quiet and reflect on what they have seen and learnt. We strive to create opportunities for pupils to experience first-hand experience or real-life experiences e.g. we sensitively hold mock baptisms and wedding ceremonies and we invite visitors into school to share/talk about their faith whenever possible. We have RE themed weeks, allowing RE to be taught in a cross-curricular approach, and for pupils to gain a richer and deeper insight of the theme being taught. Our themed weeks include work around Easter, Christmas and Hinduism.

Assessment in RE

We have developed a range of assessment grids containing 'I can' statements linked to the outcomes for each unit taught. Staff are regularly monitoring and assessing children throughout each unit and record whether the children are working towards, at standard or greater depth at the end of each unit. Pupils' work and thoughts are recorded each lesson either in the class big book or in individual RE books. We recognise the importance of moderation and time will be given to moderate and ensure consistency in levelling throughout school. Discussions with pupils and pupil questionnaires will also measure the impact RE has on individuals and will inform future planning.



RE & Community Cohesion

Through all our teaching we show respect for individual views and opinions. Our school is a place where pupils from all backgrounds and cultures are welcomed and valued. We aim to promote an ethos where diversity is respected. In all our work we encourage positive relationships between staff and our pupils and we provide opportunities for staff to listen and respond to the views of all our pupils. The school has strong links with all parents and carers whatever their cultural background.

SMSC (Spiritual, Moral, Social & Cultural Development)

Spiritual development within RE in our Church School enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, and can offer pupils a secure foundation stone on which to make decisions and build their lives. The Christian way of life is presented in school, offering social development which enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

Parental Rights of Withdrawal in a Voluntary Aided School

We can reassure parents that our school exerts no pressure on children to become worshipping Christians or to take part in any activity that would compromise their own family faith. The social, moral, spiritual and cultural welfare of all our pupils whatever their background is of prime concern to us. We believe that collective worship contributes to the development of all these areas. Our Christian vision and values are central to the ethos of our school and as such are reflected in the main themes on which our religious education teaching is based. We follow the Leeds Diocesan Agreed Syllabus for Religious Education. Christian beliefs and values are central to the syllabus. A knowledge of and respect for other world faiths is also included. Parents/guardians have the legal right to withdraw their child from religious education, provided they give written notification to the headteacher so that alternative supervision arrangements can be made.

The Leadership and management of Religious Education

The leadership and management of work in Religious Education is the distinctive responsibility of the headteacher and governors, as in other Voluntary Aided Schools. To facilitate this the school has a SIAMS committee which meets half termly. The members include foundation governors, the headteacher, deputy head teacher and SMSC lead. The Religious Education subject leader is also a member of this committee and keeps the committee informed of standards and developments in RE.

Staff Continued Professional Development

We ensure that all staff (including support staff) has professional development opportunities related to Religious Education so that we can offer a quality curriculum to our pupils. Staff have received both external training around Understanding Christianity and internal training from the RE co-ordinator. Regular staff meetings are provided to keep staff up to date with useful resources and planning and assessment materials. Staff are supported with planning and assessment where necessary and we recognise the need to regular moderation of RE work. Learning walks and/or lesson observations in RE are carried out to ensure that our principles are implemented fully and staff development is supported. As a school we are also part of the All Saints RE co-ordinators group who support one another sharing good practise, knowledge and resources.



Monitoring and review

This is carried out by the subject leader with support from the headteacher and SIAMS Committee. The RE co-ordinator keeps a record of assessments and progress in RE. Book scrutiny's, learning walks, lesson observations, pupil voice and staff surveys are undertaken to monitor the RE taking place and inform future actions for development.

Resources

We have centrally stored resources in the classroom cupboard of the RE co-ordinator. We have numerous artefacts and symbols from religions. We also have a selection of books, posters, DVDs and teacher resource books. We have several Godly Play boxes to support teaching Bible Stories. All these resources support teaching throughout each term. We also have any relevant books in classrooms and a wide selection of RE today resource books stored in Pacific on the shelf outside the year 3 classroom.

Equal opportunities

All pupils have equal opportunity to take part in Religious Education without their own faith, family faith or no faith being compromised.

Special Educational Needs

It is important that children should work at an appropriate level across the curriculum. It is the responsibility of each class teacher to monitor and assess the ability and level of understanding of individual children regarding Religious Education and to cater for their needs. Advice and support can be sought from the R.E. curriculum leader, SENCo, or Headteacher.