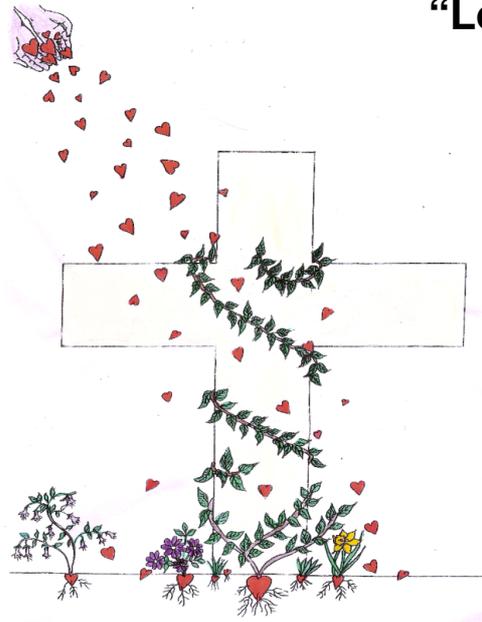




## *Faith, Family and Fascination*

“Love shone down”



# Religious Education Policy

## Boutcher C.E. Primary School

Reviewed by: Megan Whitton

Last reviewed during: Autumn 2019

Next review due by: Autumn 2021

# **Contents**

1. Mission Statement
  2. Aims of RE
  3. The place of Religious Education in the life of the school
  4. Content of Religious Education Lessons
  5. Recording in Religious Education
  6. Assessment & Progression
  7. Organisation and Planning Responsibilities
  8. Role of the RE Co-ordinator
  9. Withdrawal from RE
  10. Evaluation
  11. Budget
- Appendix A – Curriculum Map
- Appendix B- Observation Feedback Form
- Appendix C – Outcomes sheet for assessment

## **1. Mission Statement**

The Religious Education Policy will support the delivery of the Mission Statement. Religious Education takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

*“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”*

**The children at Boutcher discussed our Mission Statement and created their own interpretation of it.**

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

## **2. Aims of RE**

1. To develop a strong foundation of the Christian faith through children’s knowledge and understanding – it’s beliefs, scriptures, traditions and festivals.
2. To give opportunities for children to explore fundamental questions of human existence.
3. To teach and encourage the skills needed to make informed judgements and decisions. Applying an understanding of Christianity to make reasoned and informed responses to life issues and moral choices.
4. To create an environment where all children can openly discuss their own religious, spiritual and philosophical ideas, beliefs and opinions without fear of judgement from others.
5. To increase and develop children’s knowledge and understanding of other major world faiths, so that they develop respect, empathy and sensitivity towards all people.

6. To develop skills of reflection, critical analysis, evaluation and the promotion of understanding of people from different faith backgrounds and none and of diversity within faiths.
7. To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.

### **3. The place of Religious Education in the life of the school**

At Boutcher C.E., RE is viewed as being at the heart of the school, where we aim to ensure that RE is an outstanding specialism and central to the school effectiveness.

We aspire to ensure that children have the opportunity to learn about and explore religion in an innovative, creative, exciting and progressive way. It is important that our children are given many opportunities to ask questions, raise issues and develop their own religious beliefs.

Children learn about aspects and traditions of the Christian faith, about God and His relationship with His people, the teachings and stories of the Bible, the birth and life of Jesus and the major events and teachings of his life, the death and resurrection of Jesus and what this means for Christians today.

### **4. Content of Religious Education Lessons**

Religious Education is taught through class lessons involving written work, drama, art, music and Godly Play or reflective story telling.

Teaching and learning in Religious Education lessons is also supplemented by visits to relevant exhibitions and places of worship and visits from Ministers of Religion at various times during the year.

In Key stage 1 and 2 R.E is taught for at least 1 hour each week. It is supplemented by collective worship, with links to topics of study and whole school themes being made.

In R.E lessons the children learn (in line with the two attainment targets) about religion (AT1) and from religion (AT2). Wherever possible the lesson objectives address both AT1 and AT2. When one attainment target is the focus of the lesson the other is referred to and discussed in either the introduction or plenary lesson. Children will usually respond to a reflective question, enabling them to make links about what they have learnt in that lesson, the wider theme and also to make connections with previous learning within the same attainment target and strand.

The work in R.E. lessons is represented through drama, writing about the beliefs and opinions of themselves and others, prayers, art work and music. Lessons also provide time to reflect, discuss, think critically and question.

RE lessons follow the Southwark Diocesan Board of Education syllabus for RE. The scheme of work comprises of two thirds of Christianity and one third of other principal world religions. Christmas and Easter are studied each year and provide opportunities for children to develop their knowledge and understanding of these Christian festivals. The Understanding Christianity resources will be used alongside the SDBE planning.

Occasionally the whole school or a key stage may study the same topic as part of a wider theme or topic within the school. Where this happens it will replace the planned topic of study.

A curriculum map can be found in Appendix A.

## **5. Recording in Religious Education**

Each child will have an RE book where they will complete their weekly RE. In line with the rest of the school, children will be expected to produce high quality work, ensuring good presentation.

At the start of every new topic, children in KS1 will be introduced to topic specific vocabulary and this will be recorded on a coversheet in their book. Children will be able to revisit this throughout the topic and will be encouraged to use it in lessons.

In KS2, children will create a mind map, with the name of the topic/ topic question in the middle of the page. Each week, they will add newly acquired knowledge to the mind map with the date that they add it. This will allow children to see their knowledge grow throughout the topic. Key vocabulary will be given to the children at the start of the topic and they will also be encouraged to use it throughout lessons. Teachers are expected to model topic specific vocabulary, include it on displays, correcting spelling mistakes and misconceptions throughout lessons.

Each lesson will allow opportunities for children to develop both Attainment Target 1 (AT1) and Attainment Target 2 (AT2). Usually, the main lesson objective will be in relation to AT1. Each piece

of work should be recorded with a learning objective which matches the attainment target that will be covered in the lesson. Children will then be presented with a question to answer, relating to AT2. This question should be written in their book, labelled – AT2 and answered independently. This will ensure they are able to learn both from and about religion in every lesson.

## **6. Assessment & Progression**

Teacher assessment is completed after each lesson through whole class feedback (WCF). Misconception, spellings, examples of good work, notes about presentation and a question to extend learning is to be recorded on the form (See the school feedback policy). When appropriate, teachers may also make additional comments or ask questions on the children's work to support them in their understanding and thinking.

Each lesson (other than the first lesson of a new topic) will start with feedback from the previous lesson with high quality work being praised and spellings and misconceptions being addressed. Children will also answer a question to encourage and challenge their thinking, which should be recorded in their RE books, underneath the last piece of work.

Formal assessment of children's written work for each attainment target is completed termly. A grid identifying children working towards, at and expecting year group expectation is to be completed and the books of two children identified as working at each level is to be given to the coordinator for monitoring (Appendix B). Teachers are also expected to complete data for AT1 and AT2 at the end of each term.

Each child has a target sheet in the back of their RE book. Teachers are expected to highlight these targets at the end of each term, depending on the child's attainment. Children are encouraged to look at this sheet, so they understand their attainment and progress in the subject and know the next steps that are required in their learning.

There are three different assessment sheets: EYFS, KS1 and KS2. Assessment is to assess achievement in AT1 and AT2. An overall level is given at the end of the year in the child's report. Assessment samples and data are kept and passed on to the next class teacher.

## **7. Organisation and Planning Responsibilities**

Religious Education themes are discussed by the RE Co-ordinator with teachers through Key Stage meetings at the start of each term. The curriculum map and planning for each topic is save on the staff shared drive.

Links to any acts of collective worship are identified (where relevant) to build on children's knowledge and provide a context for the lessons.

Assessment and outcome questions are identified in planning. Children should be given time to think and reflect on these questions. AT2 questions are highlighted in planning and teachers should use responses for assessment purposes. Teachers are provided with AT1 and 2 sentence stems and suggested questions to support them with planning and assessment.

## **8. The role of the Religious Education Co-ordinator**

The RE Co-ordinator is actively involved in planning and monitoring the subject. They run planning meetings each term, staff INSET where required and distribute new ideas and resources among the teaching staff.

Each term the RE Co-ordinator collects work samples, outcome sheets, and data for the unit and provides feedback to support the teachers in their next unit.

The Co-ordinator observes RE in each year group. The observation is written up using the recommended structure from the Diocese and given to the teacher concerned and the Head teacher (see Appendix C).

There are also opportunities for the teachers to observe the Co-ordinator teaching the subject to their own class.

The Co-ordinator attends regular training, including co-ordinators conferences at Southwark Diocesan Board of Education. Relevant material is then shared with the teaching staff.

The Co-ordinator is responsible for keeping a log of their activities for the current year (see Co-ordinator's file).

The Co-ordinator will meet regularly with the Faith Leaders and carry out tasks within the school that support the children and the wider school in developing faith. The Co-ordinator will also meet with the adult Faith Group termly at the Visions and Values Committee.

The Co-ordinator is responsible for ensuring there are adequate resources to support teachers in the delivery of lessons. The co-ordinator will also ensure that educational visits are arranged for classes where it will support and offer deeper learning opportunities.

## **9. Withdrawal from RE lessons**

Although legally parents have the right to withdraw children from the teaching of RE, it is expected that by applying to a church school, parents understand the school's distinctive Christian character and recognise that RE is central to the life of the school and will therefore not feel it is necessary to withdraw their child from RE lessons.

If a parent decides to withdraw their child from RE lessons, a meeting will be arranged with the Headteacher and RE coordinator to share with parents the inclusive and non-threatening nature of RE and the relevance of it for all children. If a parent decides to go ahead with withdrawing their child from RE lessons, a period of withdrawal will be granted for a period of one year. Parents will then need to reapply.

## **10. Evaluation & Monitoring by the Governors**

The outcome of RE scrutiny and observations is reported to Governors.

An annual report is given to the Governing Body to explain about the children's achievements and staff training in RE.

The incumbent (vice chair of Governors) works closely with the Head teacher and Co-ordinator and is kept up to date on current practice and policy in RE. He has informal conversations with pupils regularly and is always actively involved in RE events we hold with parents e.g. RE Curriculum Open Evening.

This policy is reviewed biennially.

## **11. Budget**

A budget for resources is allocated each year. This is set according to identified areas of development.

## Curriculum Map for Religious Education

	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2		Summer Term 1	Summer Term 2
<b>EYF S</b>	Who made the wonderful world?	Why is Christmas so special to Christians?		How did Jesus Rescue people?	What is so special about Easter?		Who cares for this special world?	What are the special symbols and how do Muslims pray?
<b>Year 1</b>	Why is it good to listen to and remember the stories Jesus told?  AT1 - 1 AT2 - 2	What is the story of Noah really about?  AT1 - 1 AT2 - 2	Which nativity character are you?  AT1 - 1 AT2 - 2	Why do Christians make and keep promises to God?  AT1 - 3 AT2 - 3	Who is the saint of our school's church?  AT1 - 2 AT2 - 1	Why is Easter the most important festival for Christians?  AT1 - 1 AT2 - 2	What are the 5 pillars of Islam and why are they important to Muslims?  AT1 - 2 AT2 - 3	What does it mean to be a Muslim?  AT1 - 2 AT2 - 3
<b>Year 2</b>	Why did Jesus teach the Lord's prayer as the way to pray?  AT1 - 1 AT2 - 3	What are God's rules for living?  AT1 - 1 AT2 - 3	Where is the light of Christmas?  AT1 - 3 AT2 - 3	What responsibility has God given people for taking care of Creation?  AT1 - 1 AT2 - 3	Why are saints important to Christianity?  AT1 - 2 AT2 - 2	How do Easter symbols help us to understand the true meaning of Easter?  AT1 - 3 AT2 - 1	What is it like to live as a Jew?  AT1 - 3 AT2 - 1	Why are they having a Jewish party?  AT1 - 2 AT2 - 3
<b>Year 3</b>	What is the Big story and what does it reveal about having faith in God?  AT1 - 1 AT2 - 2	What are the Beatitudes?  AT1 - 1 AT2 - 3	How do advent and Epiphany show us what Christmas is really about?  AT1 - 3 AT2 - 1	What do the miracles of Jesus teach?  AT1 - 1 AT2 - 2	Jesus' new commandment and the 2 greatest  AT1 - 1 AT2 - 3	Easter people, who is the most important person in the Easter story?  AT1 - 2 AT2 - 3	What do Sikhs believe?  AT1 - 1 AT2 - 2	What does it mean to be a Sikh?  AT1 - 2 AT2 - 1

<b>Year 4</b>	Should every Christian go on a pilgrimage?  AT1 - 2 AT2 - 1	What can we learn from Wisdom?  AT1 - 1 AT2 - 2	Is peace the most important message at Christmas?  AT1 - 2 AT2 - 3	How did belief in God affect the actions of people in the Old Testament?  AT1 - 1 AT2 - 3	Who is Jesus?  AT1 - 1 AT2 - 2	What happens in churches at Easter?  AT1 - 3 AT2 - 1	What is the importance of symbols, beliefs and teaching in Hinduism?  AT1 - 3 AT2 - 2	What does it mean to be a Hindu?  AT1 - 2 AT2 - 3
<b>Year 5</b>	How has the Christian message survived for over 2,000 years?  AT1 - 1 AT2 - 2	How does a 'Bishop in Action' help lead the Anglican Church in the Christian faith today?  AT1 - 3 AT2 - 1	How do art and music convey Christmas?  AT1 - 3 AT2 - 3	Understanding faith in Bermondsey (Must include Islam)  AT1 - 1 AT2 - 1	What do the monastic traditions within Christianity show us about living in a community?  AT1 - 2 AT2 - 1	How does Holy Communion build a Christian Community?  AT1 - 2 AT2 - 3	What is Buddhism?  AT1 - 1 AT2 - 3	What does it mean to be a Buddhist?  AT1 - 3 AT2 - 2
<b>Year 6</b>	Rules and Responsibilities – who decides? (Must include Islam)  AT1 - 1 AT2 - 1	Why is remembrance important?  AT1 - 3 AT2 - 3	How would Christians advertise Christmas to show what it means today?  AT1 - 3 AT2 - 2	The journey of life and death (Must include Islam)  AT1 - 2 AT2 - 2 & 3	Do fame and the Christian Faith go together?  AT1 - 2 AT2 - 3	How does the Christian festival of Easter offer hope?  AT1 - 1 AT2 - 2	How does worship and liturgy enable a Christian to grow express their faith?  AT1 - 3 AT2 - 1	What does it mean to be a Jew?  AT1 - 1 AT2 - 3

\*Teachers may choose to move modules depending on when religious festivals are that year so that teaching of other world faiths coincide with the festivals.

Appendix B – Termly Monitoring Grid

**RE Termly Monitoring**

<b>Year Group:</b>	<b>Term:</b>	<b>Year:</b>
<b>Topic Title:</b>	<b>Topic Title:</b>	
Key Vocabulary taught:	Key Vocabulary taught:	
Children will have prior knowledge of:	Children will have prior knowledge of:	
<b>AT1 outcomes for this unit</b>	<b>AT1 outcomes for this unit</b>	
All children will	All children will	
Some children will not have progressed so far and will be able to	Some children will not have progressed so far and will be able to	
Some children will have progressed further and will be able to	Some children will have progressed further and will be able to	
<b>AT2 outcomes for this unit</b>	<b>AT2 outcomes for this unit</b>	
All children will	All children will	
Some children will not have progressed so far and will be able to	Some children will not have progressed so far and will be able to	
Some children will have progressed further and will be able to	Some children will have progressed further and will be able to	
<b>Assessment</b>		
Books are to be handed to the RE coordinator with this sheet.		
Sample of 2 children who met the expectations:	Sample of 2 children who met the expectations:	
Sample of 2 children who are working towards the expectations:	Sample of 2 children who are working towards the expectations:	
Sample of 2 children who exceeded the expectations:	Sample of 2 children who exceeded the expectations:	
<b>Any general evaluations of this unit:</b>		

**Appendix C – Lesson Observation Template**

<b><u>Religious Education Lesson Observation</u></b>
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<b>Term:</b>
<b>Date:</b>
<b>Teacher:</b>
<b>Year:</b>
<b>Subject: RE</b>
<b>Unit:</b>
<b>Lesson objective:</b>
<b>How effective is RE?</b>
<b>Quality of planning, resources and organization</b>
<b>Quality of pupils learning AT1 AT2</b>
<b>Inclusion (Faith background, SEN, differentiation used)</b>
<b>Contribution of RE to spiritual and moral development</b>
<b>Other evidence (work in books, displays)</b>
<b>Strengths</b>
<b>Areas for development/discussion</b>