



RE POLICY April 2016

Signed:
Headteacher: Alison Gibson

Signed:
On behalf of the Governing Body

Proposed Review Date: April 2017

RELIGIOUS EDUCATION POLICY

MISSION STATEMENT

“Learning, growing, achieving and caring together within our Christian family”.

The Aims of our School are:

**To help everyone realise their full potential
To promote spiritual, moral and social growth
To understand the fast changing, diverse world in which we live
To encourage intellectual and physical development
To learn about and live our Christian Faith
To promote mutual respect and responsibility**

And to wholeheartedly play our part, whether that part is to learn, to lead, to teach or to support others

At Farington Moss St. Paul's C. of E. Primary School the educational process is rooted in the living faith of the school. Religious Education has an important role in reflecting and conveying the distinctively Christian character of the school.

RE in our School enables Children to:

- reflect on the truth claims of Christian belief;
- see how the truths of Christianity are relevant today
- develop the skills to handle the Bible text;
- recognise that faith is a particular way of understanding God and the world;
- understand how the Christian faith can be absorbed and lived out;
- respond in terms of beliefs, commitments, ways of living, ethical decisions and choices affecting their own and others' lives;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in respectful and thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain them in difficult circumstances and in the face of opposition.

Respect for the great world faiths is fostered in RE within our school, based on an accurate and sympathetic understanding of the other faiths which is consistent with the school's loyalty to its Christian foundation.

- A positive outcome of this approach is to provide learners with a greater understanding of the world and society in which they are growing up.
- Another outcome is that learners will be able to see the faith of others in relation to their own.

These outcomes contribute to building up harmonious relations within communities, promoting inclusion.

As a church school there are opportunities for children to grow in the understanding of their own faith.

School maintains good links with the local parish, wider community and global community involving them in the delivery of the subject where appropriate. Children's work is displayed in the church from time to time.

AUDIENCE

This policy is intended for all staff, governors and parents. Copies are distributed to all staff, located on the computer network, a copy is placed in the governor's library and they are distributed to others on request.

AIMS

1. To develop the children's knowledge and understanding of the Christian faith by reflecting its beliefs, practices and values through daily worship, specific teaching and the wider curriculum.
2. To help children to understand the place and significance of Christianity as one of many world religions through a study of two other major faiths.
3. To help the children make links between Christian values and their own personal growth and development.

CURRICULUM & SCHOOL ORGANISATION

The Diocesan R. E. materials will be used as a basis for teaching and learning activities. Themes will be introduced in Collective worship and follow up work undertaken in a way which compliments the curriculum work of the classroom. Children will also be given opportunities to be involved with the worshipping and serving Christian community. R.E. will be taught in units as described in our scheme of work. Progression will be achieved through meeting the objectives stated at the beginning of each unit of work.

LEADERSHIP

Mrs. Gibson will take responsibility for coordinating R.E. within the school. Co-ordination will involve:

- (a) Familiarizing the staff with the policy, scheme of work, training, and assessment and levelling of work.
- (b) Having an over-view of its implementation via long and medium term plans.
- (c) Development learning through focused Action Plans
- (d) Provision of resources and teaching materials as allowed by the School Development Plan.

- (e) Monitoring and evaluating to ensure progression and differentiation and adequate assessment.

TIME ALLOCATION

Daily collective worship is time tabled to be 15/20 minutes per day. In addition to this an average of one hour per week of curriculum time will be used by each class. Some of this curriculum time will be used in block form for in-depth study and cross-curricular work will also feature - for example P.S.H.E. Circle time Art, Drama and Music. Of this curricular time 80% will be devoted to the Christian faith and 20% to Judaism and Hinduism.

RESOURCES

- (a) Central - both pupil and teacher materials are available in the R. E. resource cupboard. Further resources for planning worship are available in Hall worship cupboard and Head teacher's office
- (b) Leyland Core Group - our membership of this group will enable teachers to borrow Materials as and when needed (subject to availability).

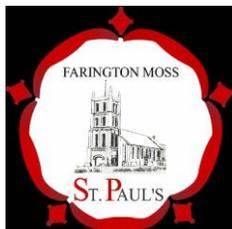
ASSESSMENT RECORDING & REPORTING

Pupils will be assessed against the learning objectives in the units of work

Individual reporting and assessment will be:

- (a) Discussion with pupils about their work.
- (b) Samples of written work.
- (c) Self and teacher assessment of moral, spiritual and social development.
- (d) Oral and written reports to parents.
- (e) Moderation meetings with staff to level work
- (f) Compilation of a RE Portfolio
- (g) Display
- (h) Teacher records
- (i) Evaluation of Worship and Church presentations

Assessment of RE
Farington Moss St. Paul's CE Primary



There are two attainment targets in the model syllabus

1. Learning about religion
2. Learning from religion

Each attainment has been given 3 strands

Attainment target 1 : Learning about religions

- knowledge and understanding of religious beliefs and teachings;
- knowledge and understanding of religious practices and lifestyles;
- knowledge and understanding of ways of expressing meaning

Attainment target 2 : Learning from religion

- skill of asking and responding to questions of identity and experience;
- skill of asking and responding to questions of meaning and purpose;
- skill of asking and responding to questions of values and commitments.

This section presents the Diocesan/District Guidelines to expectations in attainment in RE. These guidelines have been adapted from the QCA Non-Statutory Guidance National Expectations in RE.

In order to ensure progression and consistency in RE, it is essential that schools have a system of assessment in place so that standards of achievement in RE will rise.

Not all aspects of learning in RE are assessable. For example the personal views, emotions and attitudes of pupils are not assessable and it would be intrusive to attempt to do so. However, the extent to which children demonstrate that they are developing the skills of reflection, evaluation, analysis, empathy, understanding and enquiry is assessable. We are not assessing the child's opinion but how well that opinion is expressed.

The assessment guidelines are structured around the two attainment targets from the Model Syllabuses – 'A.T.1 Learning about Religions' and 'A.T.2 Learning from Religion'. Assessing a child's knowledge about religion is not difficult and can be done through written work, discussion, observation, creative work or tests. We recognise that to assess what a child has learnt from religion is more difficult but not impossible. The following paragraphs explain further what is meant by learning from religion so that teachers can develop a clearer understanding of this dimension of RE and become more confident in assessing it.

"RE teaching is most effective when it includes learning about religions and learning from religion. Together, these topics develop pupils' awareness of what religion is about, including its function in human life. Pupils are unlikely to learn effectively from religion if they have inadequate knowledge and understanding of the religions being taught. But, to learn fully about religions pupils need to be involved in forming some kind of response to what is being taught.

Learning from religion is concerned with developing in pupils the capacity and skill to respond thoughtfully to and evaluate what they learn about religions.

Learning from religion allows pupils to make informed, reflective and personal responses based on their own experiences and values and engage with and interpret the views of others. They should interpret the significance of the data for themselves, for others, for their community and for the world. Pupils can do this in different ways and at different levels. Pupils can understand how believers in different religious traditions may interact with each other, not just historically but in contemporary ways, nationally and locally. Inter-faith issues can be explored.

Pupils should be able to make clear links between common human experiences and what religious people believe and do. Rituals, festivals, rites of passage, beliefs about God and the world – all these connect with common human experiences of awe, celebration, passage of time, a quest for meaning, purpose and value. Learning from religion requires pupils to see how such experiences are understood and interpreted in varying ways by members of different faiths and by those without religious beliefs. This plays a vital role in promoting pupils' spiritual, moral, social and cultural development.

For pupils to learn from religion effectively there must be a positive ethos of learning in the classroom. Teachers and pupils need to feel safe to make their responses and contributions from their experience. A shared spirit of genuine enquiry, openness and respect is important. The teacher's knowledge of, and relationship with, their class is crucial in achieving this.

Pupils need to have opportunities to respond to what they are learning, to evaluate it, and to relate it to their own experiences. Opportunities for learning from religion should therefore be planned so they occur at the same time.

Learning from religion:

Taken by permission from QCA Non-Statutory Guidance on RE, Page 18, (Pub.2000).

Learning from religion is...	Learning from religion is not...
♦relevant to all pupils, regardless of their religious (or non-religious) background	♦confined to pupils from a faith background
♦inextricably linked with attainment target 1, learning about religions	♦free of religious content
♦about the concepts in religion (s)	♦simply thematic teaching
♦concerned with the active response of pupils to what they are learning about	♦passive learning
♦about helping pupils to apply the meaning and significance of religious ideas to their own lives	♦about promoting a religious lifestyle
♦about valuing pupils' own ideas and concerns	♦an invasion of pupils' privacy
♦sometimes about challenging pupils' own ideas and putting forward alternative views for consideration	♦intended to be an opportunity to practise counselling
♦about developing skills, e.g. the skill of living in a plural society, and attitudes, e.g. empathy	♦value- free
♦raising questions from religious teaching that speak to pupils' personal experience	♦about providing pat answers
♦open-ended, allowing pupils to explore ideas	♦dogmatic
♦about enabling pupils to draw their own conclusions	♦about providing set conclusions
♦assessable in terms of the standards of pupils' skills in making responses and evaluating	♦concerned only with measurable learning outcomes

Each unit of the Syllabus gives suggested assessment activities which use a variety of teaching styles. It is important that these activities are part of the teaching and learning process not something that is just added on at the end.

Early years RE

Personal, Social and Emotional Development	Creative Development	Knowledge and Understanding of the World
<ul style="list-style-type: none"> ● have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others; ● have a developing respect for their own cultures and beliefs and those of other people; ● respond to significant experiences, showing a range of feelings when appropriate; ● work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously; ● understand what is right, what is wrong, and why, ● consider the consequences of their words and actions for themselves and others; ● understand that people have different needs, views, cultures and beliefs, which need to be treated with respect; ● understand that they can expect others to treat their needs, views, cultures and beliefs with respect. 	<ul style="list-style-type: none"> ● respond in a variety of ways to what they see, hear, smell, touch and feel; ● use their imagination in art and design, music, dance, imaginative and role play, and stories; ● express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, designing and making, and a variety of songs and musical instruments. 	<ul style="list-style-type: none"> ● begin to know about their own cultures and beliefs and those of other people;

A Guide to Expectations of Experiences and Knowledge and Understanding in RE (Christianity) at the End of Key Stage 1

Unit	End of Key Stage 1	Comments	4
R.1	Knows that we believe they are a unique and special child of God		
R.8	Knows that the world today is very different to the world when Jesus was alive.		
R.9	Knows that we believe that The Lord's Prayer is our Christian Family Prayer.		
1.4	Has heard stories about the lives of particular Saints e.g. Saint that the schools is named after, George, Paul, Andrew.		
1.4	Is able to identify Saints and followers from the past and present.		
2.2	Knows that the Bible is in two parts, Old Testament and New Testament.		
2.2	Can name 2 stories from each of the 2 Testaments.		
2.3	Is able to retell the story of Christmas.		
2.5	Is able to retell the story of Easter.		
2.5	Knows that the cross is the key symbol of our faith.		
2.6	Is able to identify key features of the Church building and religious artefacts.		
	Can briefly retell 2 stories from each of the 2 Testaments.		
	Is able to reflect on the Christian message in Biblical and Non-Biblical stories.		
⌘	Has visited the local Churches.		
⌘	Has taken part in a Church service.		
	Is able to describe some elements of Christian Worship e.g. Prayer and Baptism.		
⌘	Knows the Lord's Prayer.		
	Is able to recount elements of Christian Celebrations e.g. Harvest, Christmas, Easter.		
	Is able to /had opportunity to write their own prayers.		

⌘ Sensitivity to those from other faith backgrounds maybe needed with regard to these items.
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A Guide to Expectations of Experiences and Knowledge and Understanding in RE (Christianity) at the end of Lower and Upper Key Stage 2

Unit	End of Year 4	Comment	4
3.1	Name people in the Old Testament and is able to recount their story and message.		
3.1	Knows Old Testament is before Jesus Christ and New Testament is after Jesus Christ.		
3.3	Knows the names of people whose lives were changed and knows the different ways Jesus Christ changed lives and be able to recount an example.		
3.3	Is able to retell and discuss the importance of miracles studied.		
3.5	Is involved in creating class rules.		
3.5	Knows there are 10 Commandments from Moses and the new Commandments from Jesus Christ.		
4.6	Is able to name the seasons and colours of the Church Year.		
4.6	Is able to name other denominations of the Christian faith.		
4.6	Is able to identify and knows the significance of the key features of the Church building and religious artefacts.		
⌘	Knows the Grace.		
	Has some understanding of the significance of the Christmas story.		
	Is able to recount the events of Holy Week.		
⌘	Has visited local Churches.		
⌘	Has taken part in a Church service.		
	Is able to describe and explain the meaning of elements of Christian worship, e.g. Prayer, Baptism, Eucharist, Praise.		

A Guide to Expectations of Experiences and Knowledge and Understanding in RE (Christianity) at the end of Lower and Upper Key Stage 2

Unit	End of Year 6	Comment	4
5.1	Knows that the Bible is a library and is able to name some of the books in the Bible and which Testament they are from e.g. First five of Old Testament and the Gospels in the New Testament.		
5.1	Is able to name different literary styles in the Bible.		
5.2	Knows that the Christmas Story is found in the Gospels of Matthew and Luke.		
5.2	Is able to distinguish between the two Gospel accounts of Christmas.		
5.3	Is able to retell and to understand the meaning of parables studied.		
6.3 6.6	Is able to recount elements of Christian celebrations e.g. Advent, Lent, Ascension, Pentecost.		
6.4	Knows significance of and be able to name the elements of the Eucharist e.g. bread, wine.		
6.4	Knows that the Last Supper was a Passover Seder meal, what the Passover is, and how the Eucharist developed from the Passover.		
6.6	Knows that we believe The Trinity is 3 in 1.		
6.8	Knows that prayer is a way of communicating with God.		
⌘	Has attended a Eucharist Service.		
	Know some of the traditional Collects e.g. Morning Collect 'O Lord, our heavenly Father.....'		
	Is able to identify symbols of Christianity.		

It is expected that by the end of Key Stage 2 children will have developed an awareness of and understanding of other faiths, values and cultures.

A GUIDE TO EXPECTATIONS OF ATTAINMENT IN RE

	AT:1 Learning about Religions. Knowledge and Understanding	AT:2 Learning from Religion. Response, evaluation and application of questions
	Children should be able to	Children should be.....
End of Key Stage 1 (Year 2)	<ul style="list-style-type: none"> ● Retell stories of the events in the life of Jesus. ● Briefly retell stories they have heard from the Old Testament and a few from the New Testament that take place after the Ascension. ● Identify some Christian beliefs and teaching. ● Describe Christian practices and recognise Christian symbols and words and suggest their meanings. 	<ul style="list-style-type: none"> ● Able to identify aspects of their own experience and feelings in religious material studied and respond sensitively to the feelings of others. ● Identifying and raising questions about things they find interesting and puzzling, beginning to realise there isn't always an answer. ● Identifying what is of value and concern to themselves and responding sensitively to the values and concerns of others.
End of Lower Key Stage 2 (Year 4)	<ul style="list-style-type: none"> ● Describe the Key Beliefs and teachings of Christianity. ● Show some understanding of what it means to be a Christian and how that affects the way you live your life. ● Make simple comparisons between Christianity and other Religions. ● Understand and use the Key Vocabulary identified in this syllabus as appropriate for this age range 	<ul style="list-style-type: none"> ● Able to compare aspects of their own experiences with those of others, including key Biblical figures. ● Beginning to identify the universal influences in their lives and have ideas about answers to life's difficult questions. ● Beginning to be able to make links between Christian and moral values and their own attitudes and behaviour.
End of Upper Key Stage 2 (Year 6)	<ul style="list-style-type: none"> ● Use their knowledge and understanding to explain the Key Beliefs, Symbols and teachings of Christianity. ● Explain the features of Christian religious life and practice. ● Use their knowledge and understanding to explain the principal beliefs and teaching of other faiths studied and make comparisons. ● Understand and use the Key Vocabulary identified in this syllabus as being appropriate for this age range. 	<ul style="list-style-type: none"> ● Raising questions and making informed responses about significant experiences and teachings of key figures, Biblical and Non-Biblical, that they have studied. ● Asking questions about puzzling aspects of life. ● Able to give suggested answers making reference to Christianity and their own opinions and experiences. ● Able to answer questions about matters of right and wrong that show an understanding of Christian morals and values.

The attainment targets for religious education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of key stages 1, 2 and 3. As with the National Curriculum subjects, the attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and ranges of performance that pupils working at that level should characteristically demonstrate. Apart from their summative use, these level descriptions can be used in assessment for learning.

The key indicators of attainment in religious education are contained in two attainment targets:

- Attainment target 1: Learning about religion
- Attainment target 2: Learning from religion.

Learning about religion includes enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing and understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on, and response to, their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

The level descriptions provide the basis to make judgements about pupils' performance at the end of key stages 1, 2 and 3. In the foundation stage, children's attainment is assessed in relation to the early learning goals. At key stage 4, national qualifications are the main means of assessing attainment in religious education.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key Stage 1	1-3	At age 7	2
Key Stage 2	2-5	At age 11	4

The two attainment targets, Learning about religion and Learning from religion are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets.

There are no national statutory assessment requirements in religious education, but schools must report to parents on pupils' progress in religious education.

It is important to note that not all aspects of religious education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

Taken from QCA National Framework 2004

QCA National Expectations in Religious Education 2004		
Level	AT1	AT2
Level 1	Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.	Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.
Level 2	Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.
Level 3	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.	Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour
Level 4	Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.	Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.
Level 5	Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They 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.	Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level 6	Pupils use religious and philosophical vocabulary to give informed accounts of	Pupils use reasoning and examples to express insights into the relationship

QCA National Expectations in Religious Education 2004

Level	AT1	AT2
	<p>religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.</p>	<p>between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging to a religion in the contemporary world, focusing on values and commitments.</p>
Level 7	<p>Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.</p>	<p>Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.</p>
Level 8	<p>Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on different communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.</p>	<p>Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.</p>