

Religious Education Policy

1. Dinting Church of England (VA) Primary

The school's vision statement is taken from Matthew 22 verse 39,

“Love Your Neighbour as yourself.”

Our Mission Statement based on Vision is:

Dinting School aims to create a happy secure, stimulating and challenging learning environment, in which each child can develop to their full potential.

Christian values are built into the ethos and teaching at our school promoting attitudes of mutual respect and responsibility within a friendly family atmosphere

2. Aims and Objectives

Religious Education (R.E.) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Dinting Church of England (VA) Primary, we develop the children's knowledge and understanding of the major world faiths, and address these questions concerning the beliefs of the Christian faith. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children to learn from religion as well as about religion.

Our objectives in the teaching of R.E. are, for all of our children:

- To develop an awareness of spiritual and moral issues arising in their lives;
- To develop knowledge and understanding of Christianity and other major world religions.
- To develop an understanding of what it means to be committed to a religious tradition;
- To be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- To develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today.
- To have respect for other people's views, and hence to celebrate diversity in society.
- To develop their investigative and research skills, in order to hold reasoned opinions on religious issues;

At Dinting Church of England (VA) Primary we aim that R.E. should equip pupils to recognise the common search of all humanity for ultimate truth and relationship with the divine. It is entirely appropriate and necessary in today's world, therefore, that respect for the great world faiths is fostered in R.E. within a Church School. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the schools loyalty to its Christian foundation.

Therefore R.E. at Dinting CE School helps pupils to:

- Learn *about* other faiths, their beliefs, traditions and practices and *from* other faiths through encounter and dialogue
- Recognise and respect those of all faiths in their search for God

- Recognises areas of common belief and practice between different faiths
- Enrich and expand their understanding of truth while remaining faithful to their own tradition
- Enrich their own faith through examples of holy living in other traditions
- Recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

We therefore include the following distinctive content of the RE Curriculum.

- Opportunities to explore the experience of the Church's year
- Study of the story of the local Christian community with its saints and martyrs
- Visits to places of worship, especially the local parish Church and the Diocese, to develop the understanding of the Church as a living community.
- Welcome visitors (subject to safeguarding and with relevant experience) from different faith and traditions.
- Support for the pupils; confident use of religious language.
- A set of Bibles in a language that can be understood by the learners and examples of Bibles, other Religious texts and prayer books from a variety of contexts.
- The facility to listen to music, psalms, hymns and spiritual songs from a wide variety of traditions.
- Access to artefacts from different faiths that are used with care, respect and confidence.
- Encouragement of mutual respect, based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear of ridicule.
- Pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity.
- Pupils from Christian families and other faith families to talk openly about their beliefs and values in lessons and to be encouraged and grow in their faith
- Pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith.

At Dinting R.E. makes significant contribution to pupils' Spiritual, Moral, Social and Cultural development.

Spiritual development within R.E. 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, which offer pupils a secure foundation stone on which to make decisions and build their lives. Social development 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.

3. The Legal Position of Religious Education

As an Anglican voluntary aided school, a high priority is placed upon R.E. reflecting the church background and meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the Reception class who are less than five years old. The ERA allows parents and carers to withdraw their child from R.E. classes if they so wish, although only after they have given written notice to the school governors. The Religious Education Curriculum forms an important part of our school's

spiritual, moral and social teaching. Our school R.E. curriculum, is the Derbyshire Local Authority (adopted by the Diocese of Derby) Religious Education Syllabus 2014 and meets all the requirements set out in the document. The ERA states that the R.E. syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take into account the teachings and practice of other major religions.

5. Assessment

Assessment and expectations of R.E. within the Derbyshire Syllabus are based on National Expectations. The demise of the 8-level scale has led to the creation of a 'Ladder of Expectation and Achievement'. This brings the assessment structure in R.E. in line with the rest of the curriculum. The ladder is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. However, the ladder can be used to make judgements about the level of individual pupils'.

- At the end of Key Stage 1 pupils are expected to be achieving at Level 2.
- At the end of Key Stage 2 pupils are expected to be achieving at Level 4.

Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are *working towards, at or exceeding* expectations of achievement. The recording sheet is designed to be used at the end of a unit.

In each unit sheet there is a list of expected knowledge marked with the symbols from the ladder along with a list of expected outcomes. These lists are generic and it is expected that teachers will incorporate them into learning objectives. These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess.

There are no specific assessment tasks, as potentially every task can be assessed and contribute to the expected achievements.

Assessment is against two areas of attainment:

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.

Not all aspects of learning in R.E. 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 the opinion is expressed.

Teachers will assess children's work in R.E. by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide the progress. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to his or her expected level of attainment. This is recorded by the teacher for his or her own records and is also passed onto the subject manager for monitoring purposes.

- The R.E. subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in R.E. in each year of the school.
- Parents are also informed of children's progress in R.E. in the annual report.

6. Resources

We have sufficient resources in our school to be able to teach all our R.E. teaching units. We keep resources for R.E. in a central store, where they are clearly labelled. These include books, Bibles, teaching materials, lesson ideas and artefacts from the major world religions which we use to enrich teaching in R.E. The school library has a supply of R.E. topic books and there is computer software to support the children's individual research. The school also makes use of the Derby Diocese Board of Education Resource Centre. The school has adopted the Understanding Christianity material and included this into its long term plan.

7. Monitoring and Review.

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

Supports colleagues in their teaching, by keeping informed about current developments in R.E. and providing a strategic lead and direction for this subject.

Use specially allocated regular management time to review evidence of the children's work, and observe R.E. lessons across the school.

Quality of teaching and learning in R.E. is monitored and evaluated by the subject leader and head teacher as part of the school's cycle of lesson observations.

8. Collective Worship.

This policy is separate and is in addition to the R.E. policy.

M. Wilson Religious Education Lead – September 2022.