



SAINT JAMES'
Church of England School

St James' CE Primary School

RE Policy





**“For with God nothing shall be impossible”
Luke 1:37**

Everyone at St James' CE Primary is dedicated to:

Developing the highest standards of learning and teaching

Enabling every pupil to achieve their full potential

Enabling every pupil to become a responsible member of society at St James'.

School Aims

Our **BELONG** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

Letter	Word	Description	Icon
B	Believe	We believe in our Christian values, living these out everyday.	Person with arms raised
E	Equality	We celebrate our diverse community and respect everyone.	Three hands holding each other
L	Life Skills	We build knowledge, skills and an understanding for the world we live in.	Person with a gear and a book
O	Opportunities	We embrace opportunities, learning from first-hand experiences and expertise beyond the classroom.	Key in a hand
N	Nurture	We nurture everyone, supporting mental and physical well-being.	Two hands holding a person
G	Greatness	We strive for greatness, being the best in all that we do.	Trophy cup

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- To provide high quality teaching
- To deliver a broad and rich curriculum
- To develop positive attitudes to learning
- To create a welcoming and stimulating environment
- To develop the school's place within the community
- To ensure equal opportunities for all
- To communicate effectively
- To develop and celebrate strong relationships
- To allow all children to develop as individuals

The overriding aim of our school and our school's curriculum is

'For with God, nothing is impossible' (Luke 1:34)

Our approach to Behaviour management supports this and all of our school Christian values;

Trust, Thankfulness, Respect, Forgiveness, Hope, Courage & Friendship.

Rationale

At St James' Church of England Primary School, we believe that children learn best when they have clear rewards and consequences for their day-to-day conduct in and around school. If children feel safe and can enjoy their lessons, then they will learn and achieve. We have our values as a golden threads which run throughout our school of :

Trust, Thankfulness, Respect, Forgiveness, Courage, Hope & Friendship.

What is RE?

Introduction

At St James' Primary School we believe that the starting point for Religious Education is the child's own developing awareness of their own spirituality, moral standards and codes of behaviour, their experiences and their attempts to make sense of them. Through Religious Education, we seek to help children understand the world of faith, spirituality and religion, encouraging them to reflect in as great a depth as they are able, on the experiences that life brings their way.

Our School's Mission Statement is 'For with GOD nothing shall be impossible. Our approach to Religious Education supports this and all of our school values: Friendship, trust, thankfulness, respect, forgiveness, hope and courage.

At St James' School, we strive to be an inclusive community. Religious Education has an important and central place within our curriculum. Concepts and values are explored both through discrete RE lessons and through class and whole school Collective Worship. The Governors, in consultation with the

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Headteacher and following advice from the Diocese, have decided to adopt the Diocesan Syllabus. We believe RE has an important place in the development of every pupil. In particular, through our RE curriculum, we aim to help children to:

- develop an understanding of religious faith as the search for and expression of truth
 - enable pupils to encounter Christianity as the religion that shapes British culture and heritage and influences the lives of millions of people today
 - contribute to pupils' own spiritual/ philosophical convictions, exploring and enriching their own faith and belief
 - enable pupils to learn about the other principal religions of Britain, their impact on culture and politics, art and history, and on the life of their adherents
- Spiritual, moral, social and cultural development (SMSC) Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Intent

Religious has always been held in high regard at St James'. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of Christianity and an understanding also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions. The curriculum at St James' has been carefully planned and structured to ensure that current learning is linked to previous learning, building upon existing skills covered in previous years in more depth, and that the school's approaches are informed by current pedagogy. With God at the centre of our school, every child is valued. We prepare them to be a member of a class, school, and local community and also for their future role in modern Britain and as a global citizen. The curriculum ensures academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development. Wellbeing and emotional health are key elements that support the development of the whole child and promote a positive attitude to learning.

Effective RE teaching will:

- give children an understanding of Christianity, its principles and practice, within the context of the Anglican tradition;
- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and other value systems;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate cultural differences;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

Implementation

At St James', we strive to provide best practice in Religious Education. We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

The approach in RE is to revisit the core concepts throughout the different key stages, deepening pupils' understanding and making links to the overall 'Big Picture'. The teaching and learning approach enables pupils to engage with a variety of Bible text in order to explore how Christians understand the core concepts. It allows the pupils to reflect on some of the puzzles and questions that arise from the Bible, and to consider any implications or connections with their own lives and ways of

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understanding the world. This teaching and learning approach is detailed further in the Curriculum planning section of this document.

We begin each unit of work with an unlocking task which challenges the children to think about their prior learning and experiences and then promote enquiry about the unit to be studied. Lessons can include educational visits outside of school or exciting experiences within school provided by teachers and visitors. This opportunity allows children to engage and interact with practical and tactile activities that capture their interest and imagination.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues. Sometimes they prepare presentations and share these with other class members.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

At St James' we follow the Diocesan Board of Education's recommendations:

- a. That the amount of time allocated to RE should be at least 5%. This is the minimum recommended in national guidelines. There will be occasions when RE takes a larger slice of the curriculum, reflecting the Church School's greater commitment to the subject.
- b. That out of the curriculum time for RE, Christianity should occupy a minimum of 60% of the time. Therefore, 40% of RE Curriculum time should be devoted to non-Christian faiths. The guidance given in this syllabus leads to an 60/40. The long term plan is reflected with this in mind.
- c. That as well as Christianity, pupils should study aspects of the practices and beliefs of the other five major world faiths. (Buddhism, Hinduism, Islam, Judaism and Sikhism.)

Guidance is given in the syllabus overviews and units as to appropriate content and length of time for this study.

Our lessons are based around 5 sections – please see below:

- Review and challenge
- Revisit key knowledge (retrieval task)
- Hook and introduction (introduction of Vocab/ knowledge/ skill)
- Teacher guided section
- Independent section (and challenge)

Depending upon each individual lesson, these will be implemented in a variety of orders.

Some features of our RE curriculum include:

- thoroughness in knowledge-building, achieved through intricate coherence and tight sequencing;
- global and cultural breadth, embracing wide diversity across ethnicity, gender, region and community;
- rapid impact on literacy through systematic introduction and revisiting of new vocabulary;
- subject-specific disciplinary rigour, teaching pupils to interpret and argue, to advance and weigh claims, and to understand the distinctive ways in which subject traditions enquire and seek truth;
- Religious stories: beautifully written narratives and the nurture of teachers' own story-telling art;
- a highly inclusive approach, secured partly through common knowledge (giving access to common language) and partly through thorough high-leverage teaching that is pacey, oral, interactive and fun;
- efficient use of lesson time, blending sharp pace, sustained practice and structured reflection;

Support for SEND

Weekly RE lessons are inclusive to pupils with special educational needs and disabilities. Within the weekly RE lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient

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challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to RE. It is the teachers' responsibility to tailor resources to the needs of their children.

We support children with prior access of knowledge organisers to find key facts to use in their work. We provide opportunities to teach key vocabulary from the knowledge organiser to support the children's understanding of key vocabulary. To cater to the needs of all pupils, staff may provide differentiated support in lessons. This is annotated onto the teacher's medium-term plans. It is important to extract relevant information from the knowledge organisers to support the achievement of the specific learning objective.

A pupil's English ability should not be a barrier to their knowledge and understanding of religious education. Therefore, we feel that at times it is necessary for pupil to verbalise their responses, have their work scribed when appropriate.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

Supporting SEND areas of need in RE

Cognition and Learning	Communication and Interaction
- Adapted activities and delivery. - Key vocabulary addressed and within Knowledge Drivers. - Increased use of visual aids and increased level of modelling. - Short, clear instructions given prior to completing activities. - Multi-sensory planning to support spoken language. - Increased level of role-play activities linked to Bible stories. - Use of artefacts when required (beads, icons, prayer stones, etc). - Repeated delivery of information to support processing. - Structured move from <u>whole-class</u> to independent activity (123). - Use of <u>questful</u> learning maps after each session to breakdown small steps.	*Use simplified vocabulary whenever appropriate, to explain concepts. *Key vocabulary taught and displayed around the room. *Use plenty of visual aids to help understand concepts. *Instructions broken down into clear chunks. *Use multi-sensory approach to support spoken language. *Give demonstrations when necessary. *Share equipment within a small group. *Verbally tell findings to TA/T instead of writing. *Use talk partners to understanding of the concepts.
Social, Emotional and Mental Health (SEMH)	Physical and Sensory
- Positive praise and positive modelling- give out dojos (I love the way that you...). - Ensure consistency between staff across the school. - Reflection area available at all times for reflection and a calm space. These will have suitable interactive activities. - Structured transition from input to activity work (123). - Calm music played during activity and independent work. - Use post it notes to collect ideas for the RE scrapbook. - Calm and clear approach to discussions and instructions.	- Cream toned background on Interactive Whiteboard. - Consideration given to visuals/font size. - Use of online resources given by <u>Questful</u> RE Blackburn Diocese. - Multi-sensory approaches planned into curriculum. - Range of materials to support recording of ideas. - Adapted resources to better suit the needs of children. - Pupil feedback encouraged to support planning. - Consider the artefacts used and who works with each resource. - Adapted Knowledge Driver when needed to support children. - Opportunities to move planned (role play, stretches, etc).

Impact

The teaching of RE at St James' will enable children to have a wider and deeper understanding of all religions. It will equip them with a knowledge of key religious beliefs from across the world and give them the cultural capital to be confident in the wider community and beyond.

Assessment and Reporting

Assessment is an integral part of teaching and learning and is a continuous process. These ongoing assessments inform future planning and teaching. Teachers make assessments of children weekly through:

- teacher/pupil conversations about their ideas and understanding
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations

At the start of each unit, the Knowledge Organiser will be glued onto the next page of the R.E. book and shared with the children in order for them to understand what Learning Objectives they will be covering. Impact will be measured through formative assessment throughout R.E. lessons and marking work on a weekly basis. Pupils' work is marked by the teacher in line with the School's Marking policy. Teachers are expected to mark pupil's work, picking up on subject specific vocabulary spelling and knowledge identified on the Knowledge Organisers. This will be used to support and identify specific areas children need to develop. This knowledge will then impact on the planning of lessons to support and develop these specific areas.



At the end of the unit, teachers assess children's work against the objectives taught and use the Questful RE assessment ladders as an aid.

Classroom Support

Teaching Assistants and helpers are used in RE to assist:

- In the classroom throughout the school by working with groups and individuals on task.
- In providing targeted and positive support to those pupils identified with difficulties.
- In providing other help, such as preparation of resources and display work.

Display

Teachers display the key vocabulary for their RE topic on their class working walls as part of their RE display. All classes have a 'Knowledge Organiser' displayed on the wall. Part of the working wall will include visual evidence of what the children will be learning – as part of ST James' school, our working walls are imperative for our children.

Monitoring

Monitoring of RE is completed by the subject lead half termly. This can be found in the LEARN curriculum monitoring file. Any feedback from monitoring is shared to staff through E mails and one to one discussions.

Withdrawal from Religious Education Lessons

The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot isolate them from the religious life of the school.



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