



# HERNE VIEW CHURCH OF ENGLAND PRIMARY SCHOOL

*including Apple Orchard Pre-School*

## Religious Education Policy

Review Date	Version No	Previous Review
July 2022	1	Version 3 – 24 Jan 2019 Carried forward from Greenfylde Church of England First School

Date approved by the Board	Chair	Signature
7 July 2022	Guy Adams	

### *Our Vision*

Building for tomorrow, we share knowledge and foster aspirations through acceptance and welcome. We strive to strengthen our connection to the whole community through dignity and respect. Children are the heart of Herne View Primary and we celebrate the worth and uniqueness of all.

'...let your light shine.' Matthew 5:16

Care

Friendship

Respect



# Herne View Church of England Primary School

## Religious Education Policy

### School Vision

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### The Nature of Religious Education

Herne View Church of England Primary is a Church of England Voluntary Controlled School in the Diocese of Bath and Wells. Religious Education occupies a special place in our school.

As this is a Voluntary Controlled School with a religious character religious education is delivered in accordance with provisions of the trust deed relating to the school. The appropriate syllabus is the Somerset locally agreed syllabus. (Awareness Mystery and Value 2016)

Families who send their children to this school who have a faith are in the main Christian, but we do have some children from religions other than Christianity as well as those with no formal church links or religious beliefs. RE is concerned with learning about religions and learning from religion. The faith background of staff and children is respected at all times. DFE Circular 1/94\*, paragraph 32 states that an agreed syllabus 'must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils'.

Christian beliefs are lived through the ideals of humility, love, peace, unselfishness, patience and joy. These ideals will be reflected in the everyday life of the school through the feasts, festivals, rites, practices and teachings of the Church of England. We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child (spiritually, morally, socially, culturally and intellectually) is reflected in the RE curriculum.

### Aims and Objectives

The following aims of religious education reflect a broad consensus about the subject's rationale and purpose. Religious education should help pupils to:

1. Acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain;
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture;
3. Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
4. Enhance their spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life raised by human experiences and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study;
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

## Religious Education and the National Curriculum

RE is not a National Curriculum subject, but must be taught to all pupils as part of the basic curriculum. Religious Education is compulsory for all registered pupils in full-time education. This includes children of four or five years old in the Foundation stage. All parents have the right to withdraw their child from all or any part of R.E.

## Teaching and Learning in Religious Education

Four specific areas of learning in RE can be identified:

- (a) attitudes
- (b) skills
- (c) experience - (*learning from religion*)
- (d) knowledge - (*learning about religion*)

Their acquisition is interdependent. Much of this learning is acquired implicitly through the everyday relationship between staff and children and may be imparted when no specific religious content is intended; some will be explicit through carefully planned teaching.

## Attitudes

Attitudes such as respect, care and concern should be promoted through all areas of school life and through our use of Christian Values. In this way religious education contributes to the whole school ethos.

There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following should be included:

### a) **Curiosity** - this includes:

- Being willing to explore religious ideas through reflection, empathy and imagination;
- Being willing to look beyond surface impressions;
- Looking for answers and seeking after truth;
- Searching for meanings in life;
- Being willing to consider the personal relevance of religious questions.

### b) **Fairness** - this includes:

- Listening carefully to the views of others
- Being prepared to acknowledge bias in one's own views;
- Being prepared to consider evidence and argument;

- Making reasoned judgements about what is worthy of respect and what is not.
- c) **Respect** – this includes:
- Recognising the needs and concern of others;
  - Avoiding ridicule;
  - Recognizing the rights of others to hold their own views;
  - Appreciating that people’s religious beliefs are often deeply felt;
  - Developing a balanced sense of self worth and value

## Skills

The following skills are central to religious education and should be reflected in learning opportunities:

- a) **Investigation** - this includes:
- Asking relevant questions
  - Knowing how to use a variety of sources in order to gather information;
  - Knowing what may count as good evidence in understanding religion(s).
- b) **Interpretation** - this includes:
- The ability to draw meaning from artefacts, works of art, poetry and symbolism;
  - The ability to interpret religious language;
  - The ability to suggest meanings of religious texts.
- c) **Reflection** - this includes:
- The ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.
- d) **Empathy** - this includes:
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
  - The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
  - The ability to see the world through the eyes of others, and to see issues from their point of view.
- e) **Evaluation** - this includes:
- The ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;

- Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- f) **Analysis** - this includes:
- Distinguishing between opinion, belief and fact;
  - Recognizing bias, caricature, prejudice and stereotyping;
  - Distinguishing between the features of different religions.
- g) **Synthesis** - this includes:
- Linking significant features of religion(s) together in a coherent pattern;
  - Connecting different aspects of life into a meaningful whole.
- h) **Application** - this includes:
- Making links between religion and individual, community, national and international life;
  - Identifying key religious values and their links with secular values.
- i) **Expression** - this includes:
- The ability to articulate ideas, beliefs and values;
  - The ability to respond to religious ideas, beliefs and questions through a variety of media.
- j) **Self-understanding** - this includes:
- The ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers

**The time allocation for RE is as follows:**

Reception and KS1 36 hours per year  
 KS2 45 hours per year

The time allocated for Collective Worship must be separate from that allocated to RE.

**Role of the Clergy**

Some aspects of the RE curriculum lend themselves well to the depth of knowledge and theological insights of the clergy team and such expertise greatly supports teachers. However, all RE teaching, as with any other area of the curriculum, needs to be placed within the context of this policy and the scheme of work.

**Other Faith Teaching**

It is recognised that the school community includes families of other faiths, and that this is part of our children's wider experience. Therefore, some aspects of the practices

and beliefs of Judaism, Islam and Hinduism and other religions/beliefs eg, Humanism are taught alongside Christianity (see plan of units taught).

## **Planning**

Planning in RE is based on The Somerset agreed syllabus, 'Awareness, Mystery and Value 2016' in conjunction with resources from Understanding Christianity and Festival Matters. Our scheme of work ensures that our aims are met at each Key Stage. Recurring themes have been carefully defined to show progression through the age groups and guidance is also received from our Diocese – Bath and Wells.

## **Religious Education and the Whole Curriculum**

RE teaching and learning will be the means to access wider cross-curricular themes and dimensions. There are clearly opportunities to explore multicultural and equal opportunity issues and to consider environmental concerns. Moral questions will be raised and a sense of citizenship will be promoted through many aspects of the RE curriculum. The RE curriculum will also complement elements of Personal, Social and Health Education and encourage children to make informed decisions and develop life skills. Links will be maintained with people and communities within the local area.

## **Equal Opportunities**

All children will be given access to the RE curriculum regardless of gender, ability (including gifted pupils) ethnic origin, SEND need and social circumstances and be given opportunities to make the greatest possible progress.

## **Resource Management**

It is the responsibility of the RE subject leader to ensure that adequate resources are available for the successful implementation of the scheme of work for RE in the school.

### **RE resources are stored in two areas:**

(a) Classroom-based resources

(b) Centrally stored - area behind staffroom (Silver Street campus) / stock cupboard between Y5 classes (Ditton Street campus)

Each classroom will have a special table/area which will have a religious/faith significance and be equipped with a cross and other artefacts the class may choose.

In addition, The Minster and other religious groups/buildings can be used as learning resources.

## **Assessment, Recording and Reporting**

Through activities such as discussion with pupils, group activities, marking and guiding their work, displaying work, asking and answering questions, observing, etc. teachers are continuously assessing and finding out about the children's achievements. All assessment, recording and reporting takes place within the context of the school Assessment Policy.

### **Staff Skills Development**

The subject leader has the responsibility to keep up to date with subject development and share expertise with colleagues as well as arrange any necessary training for staff and Governors.

### **Curriculum Monitoring and Policy Review**

The RE subject leader will work in conjunction with the Key Stage leaders, Clergy team and Foundation Governors to ensure quality of provision in RE. This policy will be reviewed on a minimum of a three-year cycle or earlier if required.

RE Understanding Christianity/AMV Unit overview plan – Greenfylde C of E First School

Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R + multi-cultural festivals taught during the year</b>		Festivals Harvest unit	UC Incarnation  F2 Why do Christians perform Nativity plays at Christmas?	UC Salvation  F3 Why do Christians put a cross in an Easter Garden? + resources from Festivals Easter if applicable		UC Creation  F1 Why is the word 'God' so important to Christians?	
<b>KS1 Y1 of cycle</b>		UC God  1.1 What do Christians believe God is like?	UC Incarnation  1.3 Why does Christmas matter to Christians?	Trinity / Local Church unit – to be self-written by school with ideas from Diocese of Salisbury resources	Festivals  Easter Units Years 1 and 2	Unit AMV Judaism  Where do we belong? – Judaism	
<b>KS1 Y2 of cycle Sept 22</b>		UC Creation  1.2 Who made the world?	Festivals  Christmas Units Years 1 and 2	UC Gospel  1.4 What is the Good News that Jesus brings?	UC Salvation  1.5 Why does Easter matter to Christians?	Unit AMV Judaism and Humanism  Why is our World special?  Brings in Humanism and other views.	
<b>LKS2 Y1 of cycle</b>		UC Creation  2a.1 What do Christians learn from the Creation story?	UC God / Incarnation  2a.3 What is the Trinity?	UC Gospel  2a.4 What kind of world did Jesus want?	UC Salvation  2a.5 Why do Christians call the day Jesus died 'Good Friday'?	Unit AMV Hinduism  What does it mean to belong to a religion? - Hinduism	
<b>LKS2 Y2 of cycle Sept 22</b>		UC People of God	Mix of: Unit 1 AMV – What is important to me? –	Unit 11 AMV  What does it mean to	Festivals  Easter Units	UC Kingdom of God	AMV Islam  What do Muslim people believe



		2a.2 What is it like to follow God?	Humanist and equivalent views Festivals Year 3 and 4 Christmas units	belong to a religion? - Islam	Year 3 and 4	2a.6 When Jesus left, what was the impact of Pentecost?	about Islam and Iman?
<b>UKS2 Y1 of cycle</b>		UC Creation / Fall  Creation and science: conflicting or complimentary?	UC Incarnation –  Was Jesus the Messiah?	UC Gospel  What would Jesus do?	UC Salvation  What did Jesus do to save human beings?	AMV Hinduism  What do Hindu people believe about Dharma, Deity and Atman?	
<b>UKS2 Y2 of cycle Sept 22</b>		UC People of God  How can following God bring justice and freedom?	Festivals (Christmas)  Why are journeys important to the Christmas story?	AMV Judaism  What do Jewish people believe about God and the Covenant and Torah?	Festivals (Easter)  Changing from Death to Life	UC Kingdom of God  What kind of king is Jesus?	AMV Islam  What do Muslim people believe about Islam and Iman?

Would also like to ensure children still have annual reference to Harvest given this is so important in a rural area such as ours – this may be more through worship/Church.