

Davenham Church of England Primary School

**"Working Together, Playing Together, Serving God and Serving Others"**

*"...encourage one another and build each other up..."*

1 Thessalonians 5:11.

## **POLICY FOR RELIGIOUS EDUCATION (RE)**

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.'

*A Statement of Entitlement 2019*

**Our curriculum design encourages...**

**Our children to work collaboratively – to talk, to listen, to work and to play together in a variety of ways.**

**Our adults to recognise individual strengths and to support and encourage future growth by planning inspiring lessons and experiences in a variety of ways, so that long term memory is altered.**

**As a result...**

**Every child flourishes and thrives in a Christian community where they feel safe to take risks and to learn from their mistakes because we encourage one another and build one another up.**

## **INTENT**

**At Davenham, our curriculum has the following intents:**

- It is underpinned by six core Christian Values - friendship, thankfulness, trust, forgiveness, compassion and koinonia.
- It builds upon and deepens children's knowledge with the aim of providing them with real life skills, enabling them to move into the world as confident, independent and considerate individuals.
- It provides knowledge in all subjects that builds sequentially through their time at primary school.
- It reflects our locality, the needs of our community and our links with the local church and Diocese.

*It is our intent at Davenham to equip our children with the skills, knowledge and understanding necessary to become considerate and empathetic members of society.*

*Through RE, we intend to equip each child with the ability to question and reason, supporting them to develop their own value system, to make responsible, reasoned decisions on spiritual and moral matters, and to adopt a sensitive, tolerant view of beliefs which may differ from their own.*

*As a Church school, we aim to develop a link with our local church and diocese which further develops children's understanding of our local community.*

## **IMPLEMENTATION**

**Our curriculum will endeavour to implement the following:**

- To deliver exciting, inspiring and memorable experiences so that children retain lifelong knowledge and skills.
- To support individuals, ensuring every child is challenged and supported appropriately in a happy and safe learning environment.
- To be thematic, so that children can understand links between subjects, ideas, skills and knowledge.

- To use visits, visitors and “Theme Days” to offer a hands-on approach to learning.

*RE at Davenham is taught from a four-year sequential and thematic rolling programme of units, so that children can achieve depth and balance in their learning.*

*A ‘key question’ is used as the driver for each unit of study.*

*Teachers have identified ‘sticky knowledge’ for each topic and consideration has been given to ensure sequential learning and progression across topics throughout year groups and across the school.*

*At the beginning of each topic, children can convey what they know already, as well as what they would like to find out. This informs the programme of study and ensures that lessons are relevant and take account of children’s different starting points and / or interests.*

*Consideration is given to how greater depth will be taught, learnt and demonstrated within units of work, as well as how children will be supported where necessary.*

*Children record their work in an RE book.*

*The local area, and in particular, links with our church and community, visitors and visits to places of worship are used to enhance the teaching of RE throughout school.*

*Theme Days help further develop children’s curiosity and understanding of key festivals, for example Diwali Day.*

## **IMPACT**

**Our curriculum aims to have the following impact:**

- To create resilient and independent learners who are knowledgeable and aware of their own strengths and areas for development.
- To develop well-rounded individuals who show respect for themselves and for others around them.
- To excite children and promote a love of learning which values each individual and equally recognises all achievements, including academic, artistic, musical, personal and sporting.

*At Davenham, we seek to ensure that all children in our school develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.*

*Regular Christian worship, celebrations of work along with RE displays help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.*

## **LEGAL REQUIEMENTS**

RE at Davenham is provided in accordance with the school’s Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body have adopted the Chester Diocesan Syllabus for RE along with material from Understanding Christianity.

This fulfils all legal requirements and meets the RE Statement of Entitlement which states that:

- *In Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.*
- *Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1 and 2.*

## **TEACHING AND LEARNING**

We use an enquiry-based approach to encourage children to ask and answer questions about Christianity and other world religions. We support children to enquire, analyse, interpret, evaluate and reflect. Children are encouraged to consider their relationships with themselves, with others, with the world around them and where appropriate, with God. Children learn about different viewpoints\* and are encouraged to develop their own viewpoint.

*\*A viewpoint refers to a person's way of understanding, experiencing, and responding to the world.*

*Statement of Entitlement 2019*

## **ASSESSMENT, MARKING AND ADAPTATION**

We assess the children's work in RE against key questions at the end of a unit and by making both informal and formal judgements as we observe the children during lessons. Each half term, the children complete an assessment task in response to a 'big question'.

Work may be adapted by ability. Due to the nature of the subject work may also be discussion based. Next steps should be planned for by the teacher and through discussion with the individual child.

Children's work is marked according to the school marking policy with a focus on next steps for development. In terms of spelling corrections, the focus should be on religious words.

Where appropriate, children should be provided with feedback which celebrates their achievements (Tickled Pink) and allows them to focus on the next steps in their learning (Green for Growth).

Feedback to parents/ carers is undertaken through termly meetings and through the annual school written report.

## **SPECIAL EDUCATIONAL NEEDS**

Children with Special Education Needs participate fully within the classroom. They are also given extra support provided by the SENCO or by the teaching assistants.

They include: -

- 'Quality First' teaching in the classroom.
- children with difficulties in learning to read, write and spell, are given extra learning experiences with an adult.
- the undertaking of Makaton training by several staff.

Children for whom English is a second language will be catered for appropriately.

Children who have a particular flair for or deeper understanding of RE are extended through the use of a wide variety of materials and projects to encourage deeper learning of their curriculum.

## **RESOURCES**

RE resources are stored centrally.

The library and classroom book baskets all contain a supply of RE topic books, prayer books and bibles to support children's individual research.

All classrooms have a Prayer Space / Reflective Area with an RE display.

Year 6 children are presented with a Prayer Book as a leaving gift.

## **PLANNING**

Our curriculum planning is based on a four-year, thematic and sequential rolling programme. We use the Chester Diocesan planning alongside material from Understanding Christianity. Planning may be achieved collaboratively with individual class teachers adapting their plans to suit the needs of their class.

\*Units in EYFS are the same in Year A1 and A2. For other year groups units have different content in Year A1 and Year A2.

\*\*RE and Collective Worship are separate entities but may complement one another. For example, when using the big questions from the Year A1 cycle to teach RE, we use the big questions from the A2 cycle to teach Class Worship'.

## CONCEPTS COVERED IN 4 YEAR CYCLE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A1 2020-2021	God / World Religions	Incarnation	Creation	Salvation	God/Holy Spirit	Good News
Year B1 2021 - 2022	Discipleship/ World Religions	Incarnation	Christian Community	Resurrection	World Religions / God/ Discipleship	Kingdom of God
Year A2 2022 - 2023	Holy Spirit/ World Religions	Incarnation	Creation	Salvation	God/ Forgiveness / World Religions	Good News
Year B2 2023-2024	Discipleship/ Global Christianity	God	Christian Community	Resurrection	Mix concepts	Kingdom of God

### Early Years Foundation Stage (EYFS)

In addition to Chester Diocesan guidelines, EYFS uses the Early Years Foundation Stage Framework to plan for RE through the three prime areas, namely communication and language, physical development and personal, social and emotional development and four specific areas of learning, namely literacy, mathematics, understanding of the world and expressive arts and design. All areas are delivered through a balance of adult led and child-initiated activities. Little recording is undertaken at this stage but there may be photographic evidence of children's work or notes made by the teacher.

Children are given opportunities to talk about past and present events in their own lives and those of their family. They learn that other children don't always enjoy the same things and are encouraged to be sensitive to this. They learn about similarities and differences between themselves and others, and among families, communities and traditions.

By incorporating all the areas, specific and prime areas of learning means that we do not look at anything in isolation but consider Christian values throughout all our activities and discussions.

### KEY STAGE ONE (KS1)

Children acquire and apply knowledge and understanding of Christianity and Judaism in KS1.

## **KEY STAGE TWO (KS2)**

In KS2, children learn about Christianity, Islam, Sikhism and Hinduism and how these religions influence individuals, communities, society and the world. As well as learning about religions, children also develop their ability to respond to what they have learnt.

### **A variety of strategies are employed in teaching RE throughout school:**

- Using the Bible as a resource.
- Providing opportunities for hearing and reading stories from some of the principal religions.
- Introducing children to some of the ways in which people mark important events through festivals and celebrations.
- Exploring some important aspects of religion through artefacts.
- Visiting places of religious significance, e.g., St. Wilfrid's Church and other places of worship.
- Visitors to school representing Christianity and other faith communities.
- Using resources further afield (e.g., Manchester, Liverpool) to visit different places of worship and visit museums.
- Looking at the lives of contemporary significant religious people.
- Providing opportunities for personal reflection and the development of personal beliefs and values.
- Introducing children to some of the ways in which religious belief is expressed, e.g., in literature, art, music, architecture.

## **THE SUBJECT LEADER**

The subject leader takes the lead in policy development and the introduction of schemes of work designed to ensure progression and continuity in RE throughout the school.

The subject leader takes responsibility for the purchase and organisation of resources.

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues in the planning and teaching of RE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

## **CONTINUOUS PROFESSION DEVELOPMENT (CPD)**

*The Statement of Entitlement states that:*

*'Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism.'*

As such, continuous professional development takes high priority. This may be delivered in-house or supported by experts, including training from Chester Diocese. The school is part of the Family of Schools and as such accesses regular support from the Diocesan Advisor.

Subject leaders are encouraged to develop their own subject knowledge through continuous professional development and to cascade this information to other staff and governors.

Staff meetings are held to discuss the RE curriculum and ensure consistency of long-term, medium-term and short-term plans. Plans are drawn up by individual teachers or collaboratively and monitored by the Headteacher and SLT.

## **PARENTS AS PARTNERS**

Each term, parents / carers are provided with a 'Topic Map' which outlines units of study for that term.

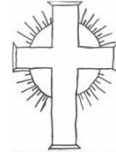
## **EQUAL OPPORTUNITIES**

Within RE, the curriculum is designed and monitored to give maximum opportunities to all children in school and to have regard for the progress and attainment of each individual child at any given time. The RE curriculum is accessible to all children. All children are encouraged to take part in all activities. The school strives to ensure that the culture and ethos of the school is one in which everyone is equally valued and treats one another with respect. This school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated equally and with respect.



### **EQUALITY STATEMENT**

*Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.*



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**POLICY FOR RE**

<b>Effective Date</b>	<b>15 May 2023</b>
<b>Review</b>	<b>Every 3 years</b>
<b>Person Responsible</b>	<b>Joanne Hyslop</b>
<b>Chair of Governors</b>	<b>Martin Mewies</b>

