



# Heytesbury CofE Primary School

HEYTESBURY CHURCH OF ENGLAND VA PRIMARY SCHOOL

## Religious Education Policy

### Mission statement

*'Nurturing today's minds for tomorrow's world.'*

### Vision statement

Heytesbury School strives to provide all children with a safe and secure learning environment. We set high standards and expectations to enable all children to do their best and achieve their full potential. A key feature of the school is our caring family atmosphere underpinned by our Church of England ethos.

At all times we offer encouragement and support. When needed, forgiveness, reconciliation, help and guidance is readily given. We want all children to establish a good foundation of knowledge and skills that, not only prepares them for the intellectual challenge presented by secondary school life, but also helps them to develop the social skills and attitudes that are needed in our rapidly changing world.

Our ethos is summed up by focussing on the following six values:

Hope, Courage, Friendship, Forgiveness, Wisdom, Truthfulness

Through adhering to these values we will ensure that the school environment is a safe and caring place where our children can, share, consider and experience ethical enquiry in order to cultivate habits required for good moral conduct.

<b>Review</b>	<b>June 17</b>
<b>School lead</b>	<b>C Bourne</b>
<b>Governor lead</b>	<b>A Perry</b>
<b>Next Review</b>	<b>July 2018</b>

The Staff and Governors are committed to ensuring that the Christian faith informs the whole life of the school. As a church school we aim to promote quality Worship and Religious Education and seek to build lasting relationships between the school, church and community. Our school is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deeds of the School. The Governors in consultation with the Head of Schools have decided, following advice from the diocese, to adopt the Wiltshire (Locally) Agreed Syllabus for Religious Education 2011.

In addition to the 'Values for Life', British Values underpin our philosophy, ethos and practice so that we help each child to become active citizens, serving their neighbour and developing a sense of themselves as unique and valued individuals.

## Aims in Religious Education

The Principal Aim of RE in Wiltshire is to **inspire and** engage pupils by enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.<sup>1</sup>

Through the teaching of Religious Education, we seek to:

- provide our children with a deeper insight into Christian faith **and Anglican tradition**
- give children the opportunity to develop morally, spiritually, socially and culturally.

We recognise the value of every child's knowledge, ideas and attitudes. We aim to create a secure setting for children to ask and begin to answer challenging questions about the ultimate meaning and purpose of life, beliefs and issues of right and wrong'.<sup>2</sup>

## Religious Education at Heytesbury aims to:

- build knowledge and understanding of the beliefs and practices of Christianity and other principal world faiths
- explore right and wrong within religion and human experience
- give children a chance to reflect on their personal responses to issues of truth, belief, faith and ethics
- consider other people's responses and belief systems
- appreciate that for some people, belief in a spiritual dimension is important
- enable children to learn to think and question critically and express their developing ideas, values, beliefs and spirituality
- develop the skills of enquiry, response (using religious vocabulary, investigation and empathy), reflection, expression, interpretation, application, discernment, analysis, synthesis and evaluation of issues of truth, belief, faith and ethics.<sup>3</sup>
- develop key attitudes including self-awareness, respect for all, open-mindedness, appreciation, wonder and curiosity and critical awareness.

## Pupil entitlement

As a core subject, Religious Education is allocated weekly teaching time. Within the Foundation Stage Religious Education is taught as a discrete subject and also through the Early Learning Goals. Teachers have the flexibility to teach more RE at particular times, for example at Christmas, and during special events.

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<sup>1</sup> Wiltshire Agreed Syllabus 2011

<sup>2</sup> Thinking Together p 1

<sup>3</sup> See Appendix 1 for 'I can' statements relating to these skills

## Religious Education Policy

In September 2011, we implemented the new Wiltshire Agreed Syllabus. Schemes of work are taken from Discovery R.E. and follow a two year rolling programme:

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Otters A</b>	<b>Theme</b>	<b>Creation story</b>	<b>Christmas</b>	<b>Celebrations</b>	<b>Easter</b>	<b>Story time</b>	<b>Special places</b>
	<b>Key Q</b>	Does God want Christians to look after the world	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
	<b>Religion</b>	Christianity	Christianity	Islam Judaism	Christianity	Any main faith	Christianity, Islam, Judaism
<b>Otters B</b>	<b>Theme</b>	<b>Special people</b>	<b>Christmas Story</b>	<b>Passover</b>	<b>Easter-Palm Sunday</b>	<b>Shabbat</b>	<b>Chanukah</b>
	<b>Key Q</b>	What makes people special?	What gift would I have given Jesus if he had been born in my town?	How important is it for Jewish people to do what God asks them to do?	Was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Does celebrating Chanukah make Jewish children feel closer to God?
	<b>Religion</b>	Christianity	Christianity	Judaism	Christianity	Judaism	Judaism
<b>Foxes A</b>	<b>Theme</b>	<b>What did Jesus teach?</b>	<b>Christmas-Jesus as a gift from God</b>	<b>Passover</b>	<b>Easter-resurrection</b>	<b>Hindu beliefs</b>	<b>Pilgrimage to the River Ganges</b>
	<b>Key Q</b>	Is it possible to be kind to everyone all the time?	Why did God give Jesus to the world?	How important is it for Jewish people to do what God asks them?	Is it true that Jesus came back to life again?	How can Braham be everywhere and in everything?	Would visiting the Ganges feel special to a non- Hindu?
	<b>Religion</b>	Christianity	Christianity	Judaism	Christianity	Hinduism	Hinduism
<b>Foxes B</b>	<b>Theme</b>	<b>Divali</b>	<b>Christmas</b>	<b>Jesus' miracles</b>	<b>Easter Palm Sunday</b>	<b>The covenant</b>	<b>Rites of passage and good works</b>
	<b>Key Q</b>	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus really heal people? Were these miracles or is there another explanation?	Why was Jesus welcomed like a celebrity by the crowds on Palm Sunday	How special is the relationship that Jews have with God?	What is the best way for a Jew to show commitment to God?
	<b>Religion</b>	Hinduism	Christianity	Christianity	Christianity	Judaism	Judaism
<b>Badgers A</b>	<b>Theme</b>	<b>Beliefs and practices</b>	<b>Christmas</b>	<b>Passover</b>	<b>Easter</b>	<b>Practices and ways of life.</b>	<b>Prayer and worship</b>

	<b>Key Q</b>	How special is the relationship Jews have with God?	Is the Christmas story true?	How important is it for Jewish people to do what God asks them?	Did God intend Jesus to be crucified?	Do beliefs in karma, samsara and moksha help Hindus lead a good life?	Do people need to go to church to show commitment to God?
	<b>Religion</b>	Judaism	Christianity	Judaism	Christianity	Hinduism	Christianity
<b>Badgers B</b>	<b>Theme</b>	<b>The Amrit Ceremony and the Khalsa</b>	<b>Christmas</b>	<b>Beliefs and moral values</b>	<b>Easter</b>	<b>Rites of passage and good works</b>	<b>Beliefs and Practices</b>
	<b>Key Q</b>	Does joining the Khalsa make a person a better Sikh?	What is the most significant part of the nativity story for Christians today?	Are Sikh stories important today?	Is forgiveness always possible?	What is the best way for a Jew to show commitment to God?	What is the best way for a Christian to show commitment to God?
	<b>Religion</b>	Sikhism	Christianity	Sikhism	Christianity	Judaism	Christianity

Key questions could be further explored within the context of British Values, other themed days or PSHE. We take into account the beliefs, viewpoints and ideas of pupils and their families and allow for the exploration of secular philosophies and non-religious world views.<sup>4</sup>

### Assessment

- A formal assessment is conducted at the end of each term, taken from the Discovery RE material, and is designed to show what pupils know and how they apply that knowledge. **Discovery RE assessment uses pre 2014 'Levels'. The current curriculum is assessed by age appropriate standards, so previously expected levels are transferred. ie a year 6 child should be attaining Level 4. In this way, staff monitor and ensure standards on RE match those in other curricular areas.**
- **Levels are given by staff to each child and recorded by year group in the RE assessment folder, which is stored within Staff Share. Progress for each year group can therefore be tracked as they move through the school. Additionally, staff make continuous informal judgements and assessments within each lesson. Progress in RE is included in the annual report to parents.**
- Initial, formative and end of module assessments inform future planning.
- A portfolio of evidence containing samples of work from each class is kept in the RE folder.

### The right of withdrawal from RE

We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education in our schools.

<sup>4</sup> See Appendix 2 for details of breadth of study.

## Religious Education Policy Heytesbury Church of England Primary School Appendix 1 - Skills

A broad and secure base of skills which underpins the ability to think, reason reflect and articulate ideas, and that is applicable to the whole curriculum, is vital in giving children access to good Religious Education.

These skills are cumulative across the key stages and include:

- Investigation – I can search for answers.
- Interpretation – I can interpret words, actions, events and symbols and understand the relevance of artefacts.
- Analysis and Evaluation – I can develop an argument.
- Synthesis – I can link ideas to make the bigger picture clearer.
- Application – I can apply learning and knowledge to my own and other people's beliefs.
- Communication – I can communicate my thoughts, ideas, beliefs and values.
- Empathy - I can consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Reflection - I can reflect on feelings, events, relationships, experiences, ultimate questions, beliefs and practices.
- Discernment - I can explain the significance of aspects of religious belief and practice.

## Religious Education Policy Heytesbury Church of England Primary School Appendix 2 – Breadth of Study

Religious Education and the Wiltshire Agreed Syllabus 2011

**The principal aim of RE in Wiltshire is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.**

Pupils will be involved in exploring aspects of religions and beliefs. They will questions and respond in order to enhance their knowledge, skills and understanding.

The Fields of Enquiry for each Key Stage cover the following strands:

- i. beliefs, teachings and sources
- ii. practices and ways of life
- iii. ways of expressing meaning
- iv. questions of identity, diversity and belonging
- v. questions of meaning, purpose and truth,
- vi. questions of values and commitment