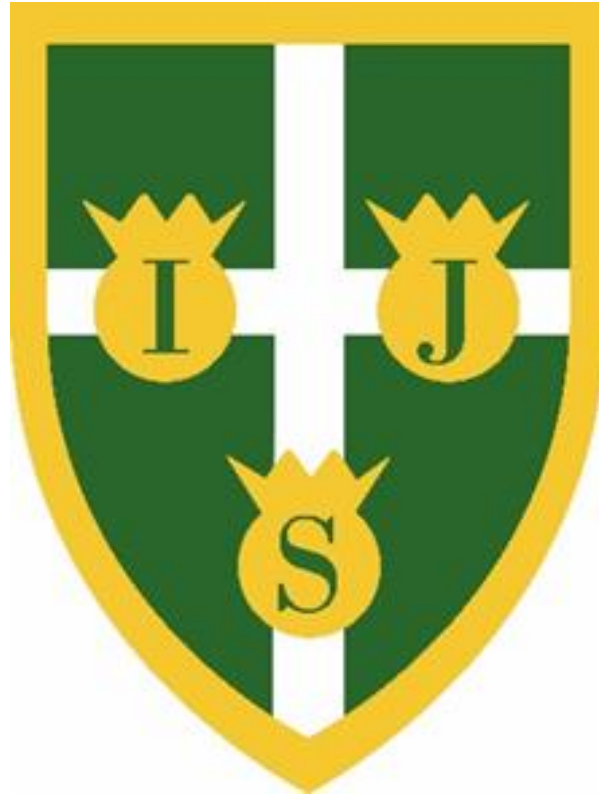


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Ingrave Johnstone Church of England Primary School



Religious Education Policy

Agreed by Governors: Spring 2022

Review Date: Spring 2025

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Ingrave Johnstone Church of England Primary School Religious Education Policy

Introduction

At Ingrave Johnstone Primary School we aim to always create a positive and challenging learning environment that stimulates thought-provoking questioning to enable and prepare children for the wider-world. We believe that Religious Education helps children to explore their own faith and the faith of others in a way that will lead to religious and cultural harmony.

Aims and Objectives

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. Following the Chelmsford Diocesan Scheme of Work and Understanding Christianity as a main resource, we aim to develop the children's knowledge and understanding of the major world faiths, as well as address the fundamental questions in life.

We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. 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 and we promote respect and tolerance of all faiths. Children develop a positive self-image and foster a code of moral behaviour required for living in a harmonious community through our Christian Vision and School Values which are evident throughout the teaching and learning at Ingrave Johnstone.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions, and value systems found in Britain;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- have respect for other peoples' views and to celebrate the diversity in society;
- 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 investigative and research skills and to enable them to make reasoned judgements about religious issues.

Organisation

- RE is taught on a weekly basis, allocated at least one hour for KS1 & KS2.
- In EYFS, RE is planned for and taught weekly where tasks can be whole class or small group activities.
- In KS 1&2 children are taught as a whole class and tasks are differentiated according to age and ability.
- All Christian lessons are taught in accordance with the Chelmsford Diocesan Agreed Syllabus as agreed by the Governing body and with close reference to the newly embedded resource 'Understanding Christianity'. Non-Christian units are based on the recommendations of the Chelmsford Diocesan Agreed Syllabus and the Essex Agreed Syllabus.
- RE topics are taught in a spiral curriculum with each topic being revisited each year. This ensures a clear progression across the school. Each unit is planned under the headings 'Making sense of the text', 'Understanding the Impact' and 'Making Connections'.
- Class trips to visit other places of worship or visits from visitors of other faiths and denominations happen throughout the school year.

Differentiation and Inclusion

Teachers deliver the RE curriculum through a range of activities that take all abilities into account. RE lessons include writing, discussions, pictorial representation, drama and other creative mediums to ensure all abilities are catered for.

Religious education and collective worship are central to the character and purpose of the school, and although parents have the right to withdraw from Worship, it is discouraged wherever possible.

Information and involvement of parents and the community

- Community celebration of events such as Harvest, Christingle, Christmas, Easter services are conducted yearly. Holy Communion is celebrated half termly in school and all parents and the wider community are invited.
- Parents are invited to join Year 6 for a final Leavers' Service in July.
- Parents are informed of the focus of RE lessons throughout the year in termly Curriculum Shares.
- All children will visit a variety of places of worship during their time at the school including St. Nicholas' church. Parent helpers may also attend also to supervise the children.
- Ingrave Johnstone has a yearly charity focus which is promoted and voted by the School Council. Parents are invited to help support the chosen charity through a variety of events.

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Resources

- Understanding Christianity is the main resource used by staff to support and plan their teaching of RE. Alongside lesson ideas there is a wide variety of resources available.
- Chelmsford Diocese website is available online for the syllabus and suggested resources for the lessons.
- The school library has a section of books about religions and the subject leader also has a range of books and DVDs available for use.
- There are a variety of bibles in school, suitable for a range of ages and abilities.
- The school has artefacts relating to Judaism, Hinduism, Islam, Christianity and Chinese New Year.

Training

- Inset and staff meetings occur throughout the year and when appropriate.
- Courses run by county are attended by the RE subject leader
- Meetings are held termly with the local RE advisor for Essex

Cross curricular links and use of computing

Cross curricular links are made where ever possible so the children can see how RE can be an integral part of the curriculum.

Computing can be used when:

- Using the internet to research for information
- Use of ipads and laptops enable children access to a range of apps and programmes to enhance their learning
- Using Espresso activities
- To develop their ideas, amend and refine them

Assessment

Assessment is in-line with the schools assessment policy and is updated on the school's assessment spreadsheets. At the end of the unit each teacher will be responsible for initialling against the outcomes and whether children are at age-related expectations. This is based on teachers' assessment and evidence of the topic in the children's books. Data is then updated on to the schools data collection sheet. The RE leader analyses the data termly to check for gaps and to ensure every child is making progress.

EYFS base their assessments on the objectives within the Early Learning Goals

Monitoring and evaluation

Monitoring and evaluation is undertaken termly through:

- Looking at planning.
- Looking at samples of children's work through written work in books and creative work through photographs, teacher notes and evaluations of lessons.
- Pupil questionnaires
- Data analysis by the RE subject leader at the end of each term to ensure good progression is being made by all children. Data sheets are then constructed to check for strengths and weaknesses across the different phases.
- The subject is overseen by the RE governor.