

Religious Education at Dilton Marsh Church of England Primary School.

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

Vision.

This fits with our School Vision of-

Striving to provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect.

Of sharing a passion for life-long learning and striving for the best for ourselves, others and the World.

Of creating an environment where Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.

“For Nothing Will be Impossible with God.”

Luke 1 : 37

The Aims of RE.

Dilton Marsh Church of England Primary School is a VC school. We deliver RE in line with the Wiltshire Locally Agreed Syllabus. We use the Discovery RE programme as our scheme of work.

By following Discovery RE we aim to adopt an enquiry- based approach as recommended by Ofsted, beginning with the children’s own life experience before moving into learning about and from religion.

We encourage the use of challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. We aim to develop pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

We encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

We enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

We teach pupils to develop respect for others, including people with different faiths and beliefs and to challenge prejudice.

In line with our School Vision, we prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

We aim through our curriculum to develop a sense of awe, wonder and mystery.

We nurture and encourage children's own spiritual development.

Scheme of Work.

Please see appendix 1.

How is RE organised?

Discovery RE brings together learning about and from religion, questioning, reflection and spiritual development. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Each Block of work has an overriding question that is the focus of all knowledge, understanding and reflection.

Learning is assessed through questions and discussions and children have the opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Self-assessment is encouraged to enable the children to reflect on what they have learnt and any further questions they may have.

Differentiation/SEND.

We meet the needs of those pupils with special educational needs, those with disabilities, and those with English as an additional language.

Teachers will tailor each block of work to meet the needs of the children in their classes. To support this differentiation, planning from DRE suggests creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Teachers are also mindful of the Rosenshine Principles, in particular daily review, questioning, providing models and the use of clear scaffolding to support new learning.

Assessment.

Each block of work has key questions which form the basis of assessment. Teachers will assess each child against expected standards, highlighting where a child has achieved at a high level or has needed extra support.

Evidence is collected from a range of sources such as records of discussions and annotations from practical lessons as well as children's reflections.

Teachers will record assessments at the end of each block against statements linked to the following three strands of RE learning-

- child's own thoughts, opinions and beliefs, including empathy.
- Knowledge and Understanding.
- Skills of evaluation and critical thinking in relation to the big enquiry question for each Block of work.

Reporting to Parents and Carers.

Attainment and progress in RE is reported to parents in the annual reports as well as through conversations at parents evening.

Monitoring and Evaluation.

The whole staff, led by the RE subject leader, is responsible for monitoring the standards of the children's work.

In addition the subject leader will meet with groups of children to gain an insight into their learning and attitudes towards RE.

Planning will also be monitored to ensure consistent, coherent and detailed curriculum provision.

External Contributors.

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions British values.

External contributors from the community, e.g. local clergy make a valuable contribution to the RE programme as do visits to places of worship, for example Experience Days and visits at the local church. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment.

Our Vision talks of "a safe, nurturing and challenging environment within our Christian ethos of kindness and respect."

Establishing this sort of environment is based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that respect for other people's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

British Values.

Discovery RE sets out clearly how the main strands of British Values are considered and included within the RE Curriculum.

An overview of British Values is included with the planning for each Block of work, teachers will use this as the basis to include teaching on British Values explicitly within each block of RE and implicitly when it arises from Class discussions or questions.

Social, Moral, Spiritual, Cultural Teaching.

References to SMSC are made throughout the Discovery RE Scheme. As with British Values, suggestions are made to include elements of SMSC within each RE block. An overview of how SMSC teaching can be included is mapped across each Key Stage. Teachers will use this to ensure that RE teaching links explicitly to SMSC wherever possible.

Withdrawal from RE Lessons.

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Policy Review-

This policy is reviewed annually. Next review Sept 2022

Appendix One-

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|---|--|--|
| Foundation Stage Choose relevant theme for terms 1,5,6 | Special People- What makes people special? Christianity/Judaism | Christmas. What is Christmas? Christianity. | Celebrations. How do People celebrate? Hinduism/World Religions. | Salvation What is Easter? Christianity Christianity. | Storytime What can we learn from stories? All Religions. | Special Places What makes places special? All Religions |
| Year 1 Judaism- first time learning about this faith. | Creation Story. God/Creation. Does God want Christians to look after the world? Christianity | Christmas Incarnation What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? Christianity | Jesus As A Friend Incarnation Was It Always Easy for Jesus to Show Friendship? Christianity | Easter/ Palm Sunday Salvation Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Christianity | Judaism Shabbat Is Shabbat Important to Jewish Children? Judaism | Judaism Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur Important to Jewish Children? Judaism |
| Year 2 Islam- first time learning about this faith. | Gospel- What did Jesus teach? Is it possible to be kind all of the time? Christianity | Christmas- Incarnation Jesus as a gift. Why do Christians believe God gave Jesus to the world? Christianity | Prayer at Home. Does Praying at regular intervals help a Muslim in his/her everyday life? Islam | Salvation Resurrection. How important is it to Christians that Jesus came back to life after his Crucifixion? Christianity | Community and Belonging. Does going to the Mosque give Muslims a sense of belonging? Islam | Hajj Does competing Hajj make a person a better Muslim? Islam |
| Year 3 Hinduism- first time learning about this Faith. | Divali Would celebrating Divali at home and in the community, bring a feeling of belonging to a Hindu Child? Hinduism | Christmas- incarnation. Has Christmas lost it's true meaning? Christianity | Jesus' Miracles. Incarnation. Could Jesus heal People? Were these miracles or was there some other explanation? Christianity | Salvation- Forgiveness. What is 'good' about Good Friday? Christianity | Hindu Beliefs How can Brahman be everywhere and in everything? Hinduism | Pilgrimage to the River Ganges, Would visiting the River Ganges feel special to a non-Hindu? Hinduism |
| Year 4 Judaism- building on | Beliefs and Practices. | Christmas Incarnation | Passover How important is | Easter Salvation | Rites of Passage and Good Works. | Prayer and Worship |

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| learning in Year 1 | How special is the relationship Jews have with God? Judaism | What is the most significant part of the nativity story for Christians today? Christianity | it for Jewish People to do what God asks them to do? Judaism | Is Forgiveness always possible for Christians? Christianity | What is the best ways for a Jew to show commitment to God? Judaism | Do people need to go to church to show they are Christians? Christianity |
| Year 5 Hinduism-building on learning in Year 3. | Prayer and Worship What is the best way for a Hindu to show commitment? Hinduism | Christmas Incarnation. Is the Christmas Story true? Christianity | Hindu Beliefs. How can Brahman be everywhere and in everything? Hinduism | Salvation How significant is it for Christians to believe that God intended Jesus to die? Christianity | Hindu Beliefs. Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Hinduism | Beliefs and Practises. What is the best way for a Christian to show commitment to God? Christianity |
| Year 6 Islam-building on learning in year 2. | Beliefs and Moral Values. What is the best way for a Muslim to show commitment? Islam | Incarnation. How Significant is it that Mary was Jesus' Mother? Christianity | Belief and Meaning. Salvation Is anything ever eternal? Christianity | Easter/Gospel Is Christianity still a strong religion 2000 years after Jesus was on Earth? Christianity | Beliefs and Morals Does belief in Akhirah help Muslims lead good lives? Islam | Beliefs and Morals Does belief in Akhirah help Muslims lead good lives? Islam |