

Codnor Community Primary School



RE Policy

2016 – 2017

Learn, strive and achieve in a caring Christian environment.

B A Rogers and Rebecca Stevenson
RE Co-ordinators

CODNOR COMMUNITY PRIMARY SCHOOL

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Our vision

RE is central to the life blood of Codnor C of E Primary School. This is achieved through our links with our local church, St James', and through the Christian faith and values upheld by adults and children alike, within the community of our school. It informs all aspects of our life together and helps us to live by the values and principles upheld by the Christian faith.

Values and aims

RE at Codnor Primary explores how individuals and communities live their lives through their faith by learning about Christianity and the major religions of the world. Children are taught to respond to the important questions of faith and life. RE is taught in such a way through art, music and drama that inspires pupils to connect with their own faith and values and to show respect for the faith and beliefs of other cultures and religions. RE not only provides the children with the opportunity to ask questions about their own lives and faith but also that of others who have different views and experiences and opportunities.

At Codnor Primary we use 'The Values for Life' RE programme and also the Derbyshire Agreed Syllabus for RE. Specifically, we also link our RE to key themes within our PSHCE programme. Some of these key values for life are: trust, courage, hope, creativity, friendship, peace, generosity and forgiveness.

RE aims to enable pupils of all abilities and stages of development to:

- Use some religious words and phrases to recognise and name features of religious life and practice.
- Recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.
- Talk about their own experiences and feelings, in relation to religion and belief.
- Talk about what they find interesting or puzzling, in relations to religion or belief.
- Talk about what is of value and concern to themselves and others.
- Use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.
- Make links between them, and describe some similarities and differences both within and between religions.

- Describe the impact of religion on people's lives.
- Formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives.
- Explain what inspires and influences them. Express their own and others' views on the challenges of belonging to a religion.

Planning and teaching – organisation

We use a range of teaching and learning styles to meet the requirements of the Derbyshire Agreed Syllabus 2014. We place an emphasis on active learning by including the children in discussions and role play activities.

We encourage the children to take part in a range of practical activities that promote Religious Values, e.g. charity fundraising and the planning of school special events. These include assemblies, concert/play or involvement in an activity organised by a church visitor. We organise special classes both within school time and after school clubs and special Christian days such as Shrove Tuesday or 'Christmas around the World' where children get to learn about the festivals in a 'round robin' of activities sometimes taught by other teachers from different year groups. Also we organise special RE weeks where we explore different world religions.

Planning and teaching – EYFS

Within the EYFS, children will access RE through child-initiated and adult-led focussed activities. The RE objectives covered within the EYFS are located in the Communication and Language; Physical Development; and Personal, Social and Emotional Development areas of learning. The four specific areas are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design sections of the new EYFS Curriculum.

RE is non-statutory in Foundation Stage 1 but teachers can choose to link RE material such as stories into children's activities if they feel they are relevant. In Foundation Stage 2, RE is compulsory and this stage also follows the Derbyshire Agreed Syllabus 2014.

Breadth of study and key areas of learning in FS2

Children should be provided with opportunities in RE to:

- Listen to and talk about appropriate stories which interest them, visit places of worship, listen and respond to visitors from faith communities.
- Get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer, etc.

- Use all five senses – smell (e.g. incense); taste (e.g. special foods); see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells).
- Make and do – e.g. make festive food, role play, dress up, dance, etc.
- Have times of quiet and stillness.
- Share their own beliefs, ideas and values.
- Talk about their ideas and experiences, and develop empathy for others.
- Use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.
- Ask questions that are challenging and have them taken seriously.

Planning and teaching – KS1

Children will:

- Study the main stories of Christianity.
- Study at least one other religion. Choose from Hinduism, Islam, Judaism or Sikhism.

KS1 use attainment targets 1 and 2 covering:

- **Level 1:** Recognising and talking about religion.
- **Level 2:** Retelling stories, identifying religious materials and asking questions.

Planning and teaching – KS2

KS2 use attainment targets 2, 3, 4 and 5, covering:

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study other religions of interest to pupils.

Level 2: Retelling stories, identifying religious materials and asking questions.

Level 3: Describing religion and making links to their own experience.

Level 4: Showing understanding of religion and applying ideas to themselves and other pupils.

Level 5: Explaining the impact of religion and expressing their own views on religious questions.

Assessment – EYFS

Within EYFS all staff will update the children's learning journeys with evidence of objectives and goals achieved. This is achieved within the 'Understanding of the World' Section of the EYFS curriculum. Evidence will be collected through:

- Observations
- Post-it notes
- Photographs
- Evidence of children's work.

All this evidence collected will provide adequate information to update the O-Track tracking grids providing evidence of the children's progress in Religious Education.

Assessment and recording

Within KS1 and KS2, children are continuously assessed. Teachers assess the children's work in Religious Education and Collective Worship in KS1 and KS2 by making informal judgements as they observe them during lessons or whole school collective worship, gauged against the specific learning objectives set out in the RE Derbyshire Scheme of Work.

They use observations and ongoing tasks. These tasks take the form of group work and discussion, photos, videos and written learning. Art and DT are used as a cross curricular link to help to teach RE within the topic or religious subject area that the children are learning in that term.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. This is following the attainment targets set out in the Derbyshire Syllabus 2014.

- The attainment targets for KS1 are 1-2.
- The expected attainment target at the end of Year 2 is 2.
- The attainment targets for KS2 are 2-5.
- The expected attainment target for KS2 at the end of Year 6 is 4.

Teachers record particular achievements of pupils in Religious Education and report these achievements to parents each year.

We do not set formal examinations in Religious Education. The children's work in KS1 and KS2 is assessed and levelled termly.

SEND

We teach Religious Education and Collective Worship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching Religious Education we take into account the targets set for the children in their Individual Education Plans (IEPs).

Monitoring

To ensure that the teaching, learning, planning and assessment of RE continues to be effective, it is the Co-ordinators' role to monitor all aspects of this. This monitoring involves:

- Planning scrutinies
- Marking/written work scrutiny
- 2 pieces of levelled work assessed from each year group, collecting from three different ability groups
- Staff meetings
- CPD

Resources

Resources are kept in the lower school in the large drawers near to the KS1 entrance. All other resources are kept in large drawers in the KS2 library area.

The RE Co-ordinators are responsible for replacing stock and purchasing updated resources.

All staff must approach the RE Co-ordinators with any resources that they may wish to be added to our stock.

Policy review

A review of the Policy will take place in line with the School Improvement Plan.

Governor approval

Any amendments to the Policy will be presented to the Governors for approval at the next available meeting.

Mrs B. Rogers
RE and Collective Worship Co-ordinator
November 2016