

LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY**RELIGIOUS EDUCATION POLICY**

Member of staff responsible	Lisa Trinder
Committee responsible	Performance
Date agreed with staff	September 2018
Date discussed with pupils	Worship Committee
Date agreed at Committee	2018
Date approved at Local Board	January 2019
Frequency of policy review	Triennial
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Document Version Control

Issue Number	Issue Date	Summary of changes
2.0	28 th Nov 2007	None
3.0	16 th Nov 2009	Sentence added to top of page 3, extra * point made above table on page 3, one change to table on page 3, end of section 2 on page 4 changed, changes to 'Resources' section on page 5.
4.0	January 2013	Name change and also reference made to new RE curriculum
5.0	March 2015	Up-dated to accommodate Discovery RE Scheme
6.0	June 2018	Up-dated to accommodate Understanding Christianity Scheme
6.1	June 2018	Amended to reflect both sites

Lydiard Millicent CE Primary and Ridgeway Farm CE Academy Religious Education Policy

Rationale

At Lydiard Millicent CE Primary School and Ridgeway Farm CE Academy, Religious Education is delivered in line with the Wiltshire County Agreed Syllabus and the recommended Understanding Christianity and Discovery Resource Schemes of learning.

Aims

The principle aim of RE is to engage pupils into enquiry of key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

- To provide activities which nurture enjoyment, excitement and interest in Religious Education;
- To help each child develop a sense of his/her own identity and worth and to grow in self-knowledge and confidence;
- To help each child to develop his/her own beliefs and moral values which will guide their personal behaviour;
- To extend pupils' awareness that people do commit themselves to causes and beliefs;
- To encourage respect, understanding and tolerance of those who adhere to different faiths;
- To develop feelings of wonder, delight and mystery and to reflect upon the natural world;
- To develop knowledge and understanding of the other principal religions in Great Britain.

Attainment Targets:

Learning about religion & belief (AT1)

Learning from religion & belief (AT2)

Religions and beliefs

RE is taught through different religions and beliefs. All year groups learn about Christianity and as the children progress through the schools they will find out about; Buddhism, Islam, Hinduism, Sikhism and Judaism.

RE Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2	Creation Why is the word 'God' so important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Celebrations How do people celebrate? (Discovery RE)	Salvation Why do Christians put a cross on an Easter garden?	Stories What can we learn from stories? (Discovery RE)	Special Places What makes places special? (Discovery RE)
Y1	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	Jesus as a friend Was it always easy for Jesus to show friendship? (Discovery RE)	Salvation Why does Easter matter to Christians?	Shabbat Is Shabbat important to Jewish children? (Discovery RE)	Rosh Hashanah and Yom Kippur Does celebrating Chanukah make Jewish children feel closer to God? (Discovery RE)
Y2	Gospel What is the good news that Jesus brings?	Incarnation Why does Christmas matter to Christians? (Digging deeper)	Passover How important is it for Jewish people to do what God asks them to do? (Discovery RE)	Salvation Why does Easter matter to Christians? (Digging deeper)	How important is it for Jewish people to do what God has asked them to do? (Discovery RE)	God What do Christians believe God is like?
Y3	Creation/Fall What do Christians learn from the creation story?	Incarnation What is Trinity?	Diwali Would celebrating Diwali at home and in the community bring the feeling of belonging to a Hindu child? (Discovery RE)	Salvation Why do Christians call the day that Jesus died 'Good Friday'?	Gospel What kind of world did Jesus want?	Would visiting the River Ganges feels special to a non-Hindu? (Discovery RE)
Y4	Is it possible for everyone to be happy? (Discovery RE)	Incarnation What is Trinity? (digging deeper)	People of God What is it like (for Christians) to follow God?	Salvation Why do Christians remember the events of Holy Week every year? (Digging deeper)	Kingdom of God When Jesus left, what was the impact of Pentecost?	What is the best way for a Buddhist to lead a good life? (Discovery RE)
Y5	Creation Creation and science: conflicting or complimentary	Incarnation Was Jesus the Messiah?	Beliefs and moral values Are Sikh stories important today? (Discovery RE)	Salvation What do Christians believe (What did) Jesus do to save Human Beings?	Prayer and Worship What is the best way for a Sikh to show commitment to God? (Discovery RE)	God What does it mean (for Christians) if God is holy and loving?
Y6	Creation Creation and science: conflicting or complimentary (digging deeper)	Kingdom of God What kind of King is Jesus?	Gospel What would Jesus do?	Salvation What difference does the resurrection make for Christians?	People of God How can following God bring freedom and justice?	Beliefs and practices What is the best way for a Muslim to show commitment to God? (Discovery RE)

Skills and Abilities

At Lydiard Millicent and Ridgeway Farm School, we believe that Religious Education has a major contribution to make towards children's learning, especially in terms of their spiritual awareness. Important skills we seek to develop include reflection, empathy (to begin to understand another person's point of view), communication and enquiry. The children investigate by searching for answers; try to interpret words, symbols, events and artefacts. They analyse and evaluate, looking for evidence and link this to other's beliefs and feelings. This leads into developing important attitudes including respect, sensitivity, open-mindedness, confidence and self-esteem. Many of the units begin with children's own experiences and emphasise how special they are.

Effective Teaching and Learning in Religious Education

Religious Education is made accessible to children and supports all individuals to achieve their full potential. This is achieved by using a range of activities that address the children's preferred learning style. A creative approach is taken where possible and planning for each year group includes opportunities for visual, auditory and kinaesthetic activities with up to date ICT resources.

We feel it is important to always give the children time to reflect upon their learning at the end of each lesson.

Cross Curricular Links

Although Religious Education is taught as a discrete subject, it forms links with a range of other curriculum areas principally literacy, drama, art, history, geography and PSHE, e.g. in KS1, pupils link their own experiences of caring for others with the work of Florence Nightingale. In KS2, children develop their empathetic skills through studying different cultures within a geographical context and historical periods such as WW2.

Assessment

We assess children's work in Religious Education by making informal judgements as we observe them during lessons. We mark work in accordance with the feedback and marking policy. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the Salisbury Diocese assessment grids for Understanding Christianity. For Discovery RE Units, we make a summary judgement about the work of each pupil as wither working below, working at or working above the expected level. We record the attainment grades and submit them to the Subject Leader. Each year the RE leaders set targets to improve teaching & learning based upon the attainment of the pupils.

Equal Opportunities

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and an understanding of the major religious traditions. Children's needs are addressed by:

- Creating effective learning environments
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches.

Special Educational Needs

Religious Education is taught at a level appropriate to the age, ability and experience and children and is therefore accessible to all.

Resources

These are mainly held in the RE cupboard in the hall at Lydiard Millicent and in The Clump at Ridgeway Farm. Resources include books, pictures, artefacts, interactive software for use on computers and the interactive whiteboards, and DVDs. The RE Subject Leader purchases resources to support the delivery of the curriculum. Bibles for pupils are kept in the library and every class has a few Bibles readily available for use by the pupils. Each class has a reflection area set up with a crucifix, candle and prayer book to be used during RE lessons, class worship or for children to have quiet moments of reflection themselves.

Summary

At Lydiard Millicent and Ridgeway Farm Schools we regard Religious Education as a particular area of the curriculum where the school's values and ethos are promoted in the classroom. We aim to help children to develop respect and sensitivity for all people and cultivate a greater understanding of the importance of religion in the world.