

# THE CANONS CE PRIMARY SCHOOL



## Religious Education Policy

**Adopted by Governors  
September 2015**

*'Give thanks to the Lord, for he is good; his love endures for ever'*  
*Psalm 107:1*

## **MISSION STATEMENT**

At the Canons CE Primary School we 'Learn, Play, Care and Pray' together.

We are committed to offering each member of our school community a welcoming, caring and learning environment where they feel safe and nurtured. An environment in which they develop a love of learning and can grow as an individual making the most of their God given talents.

Our school is built around Christian values, which are integrated throughout our curriculum. Within this Christian framework we encourage our children to take responsibility for their own learning in order to develop spiritually, socially, physically, creatively and academically.

We seek to foster close links with parents, parish and the community.

## **RATIONALE**

The Canons CE Primary School is fortunate to have a long and established Church history of our own within a parish, which has enabled the school to forge strong links with the local All Saints Church in Bedworth. The vicar, Rev Richard Hare, is a member of the governing body. Foundation Governors attend PCC meetings and exchange information and the Vicar comes in regularly to school to assist with the Christian Doctrine related to our syllabus.

*A commitment to high quality, transformative religious education in Church schools is a core part of a school's Christian distinctiveness. RE is an academic subject but also provides opportunity for children to understand what it means to be a religious believer in the world today and to encounter the values of the Christian community of the school that they are a part of. RE in the Church school should support children to recognise and act on the insights, principles, beliefs, attitude and values that should influence inspire or guide them in life.'*

At The Canons Church of England (Aided) Primary School, religious education is taught in accordance with the Warwickshire Diocesan Syllabus for RE.

Religious education is a core subject within the basic curriculum and is an entitlement for all registered pupils on the school roll. The purpose of religious education is to enable children to learn about religions and beliefs (AT1) and to learn from religions and beliefs. (AT2)

### **AT1 Learning about religions and beliefs**

Developing knowledge and understanding of religions: Enquiring into, investigating and building knowledge of religions and beliefs. This includes investigating, thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

## AT2 Learning from religions and beliefs

Developing investigative, reasoning and evaluation skills: Questioning, exploring, reflecting upon, interpreting and justifying ideas about human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and personal and critical evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

### **ENQUIRY IN R.E.**

RE is at its most effective when these two attainment targets are closely related in the learning experience. An enquiry process makes sense of the learning cycle that these attainment targets envisage: pupils should raise questions, gather information, and develop knowledge and understanding (AT1). They should engage with the religious material they study for themselves, enquiring into and reflecting on questions for themselves. They should respond in increasingly insightful ways (AT2).

### **AIM**

In the Diocese of Coventry, the Warwickshire Agreed Syllabus states that religious education should help pupils to:

- to develop awareness of the spiritual and moral dimensions of life experiences, identify questions and issues which they raise and respond in a variety of ways to them;
- to develop knowledge and understanding of Christianity, other principal religions, and value systems represented in Great Britain;
- to develop understanding of what it might mean to be committed to a religious tradition;
- to reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in the light of their studies;
- to have confidence in their own viewpoint whilst engaging in open and honest enquiry; respecting the right of others to hold beliefs different from their own in a religiously diverse society.

### **DISTINCTIVNESS**

To ensure that pupils make excellent and appropriate progress in their knowledge and understanding of Christianity and the Anglican tradition, religious education at The Canons C of E Primary School will include opportunities to:

- Explore the experience of the Church year;
- Study of the story of the local Christian community with its saints and martyrs;
- Visit places of worship, especially the local parish Church, to develop the understanding of the church as a living community;

- Welcome visitors from the local parish to share their experience of Christian belief and life;
- Learn about and from the life, teaching and example of Jesus Christ through the gospels
- Explore and discover Christianity nationally and globally and to recognise and learn from diversity within Christianity
- See the Christian faith in the context of religious diversity, learning about and from other major religions and beliefs in the UK
- Face the challenges of diversity with respect

## **OBJECTIVES**

Children's religious education offers opportunities for pupils to think for themselves and be broad minded and open hearted in their encounters with faith.

By the end of Key Stage 2, through their learning about and from Christianity, the Anglican tradition, Judaism, Islam and Hinduism pupils will have opportunities to:

- Learn to recognise the impact of Christianity, locally, nationally and globally, connecting up different aspects of religion and life
- Learn about the Bible alongside other sacred texts and consider their meanings Extend their ability to undertake sustained independent enquiries into religions and beliefs
- Find out about similarities and differences between Christianity and other religions and beliefs
- Use key words and concepts of the subject, such as 'belief' or 'myth' to develop their own questioning and enquiry
- Use higher order thinking skills such as investigation, interpretation, analysis and evaluation
- Investigate specific examples of religious belief and practice and relate these to their own ideas
- Recognise diversity in religion and belief, evaluating different points of view sensitively and thinking about respect for all
- Handle ideas and arguments about matters to do with belief and practice with increasing confidence

## **TEACHING AND LEARNING**

In a Church of England aided primary school the importance of religious education should be reflected in high achievement as an outcome of effective teaching and learning

Effective teaching and learning in RE is characterised by:

- Clear understanding, on the part of governors, teachers and pupils, about the underlying purpose of RE

- Imaginative use of challenging and evocative resources to stimulate the pupils' imagination and encourage them to explore their personal responses
- Sustained learning, linked to work in other areas of the curriculum, notably English, art, drama and music
- Careful use of creative activities that support and enhance the central focus of learning in RE rather than detract from it
- Effective use of teachers' subject knowledge to ensure a staged development of pupils' knowledge, skills and understanding
- A high expectation about pupils' ability to use the skills of enquiry

Pupils work should be presented in an R.E exercise book, unless specifically intended for classroom or hall display, along with appropriate art and craft work. Displays of work along with dramatic responses will help ensure that pupils and parents are reminded of the importance of this subject without which... "a pupil's total education will be noticeably impoverished." (Warwickshire Agreed Syllabus).

## **MANAGING THE RE CURRICULUM**

In Voluntary Aided schools the management of RE is a distinctive role of the governors in association with the head teacher. Responsibility for the provision of RE lies with the governors, in accordance with the school's trust deed. At The Canon C of E Primary School, a Church Governor, the head teacher and RE leader have oversight of the RE curriculum. They operate as a faculty, which meets regularly to review progress and to ensure that the needs of the subject are fully met.

## **TIME ALLOCATION**

In line with national expectations, RE should receive 5% of curriculum time. In order to provide more than the minimum entitlement and in recognition of the subject's core status, pupils at The Canons CE Primary School are provided with additional learning opportunities through blocked units of teaching about and from Christianity.

Teachers are encouraged to explore a variety of patterns of delivery for example, special RE days or themed weeks which allow for more sustained learning and stronger links with other areas of the curriculum.

## **PLANNING AND ASSESSMENT**

The principles of good planning apply to RE as much as to any other subject in the curriculum. Planning for RE should ensure all pupils have a high quality, coherent and progressive experience of the subject.

In planning RE, teachers will consider the following three things:

- What are we trying to achieve?
- How will we organise the learning?
- How will we measure success?

### **Two Types of Assessment**

In making assessment of pupils' work it is important to distinguish between:

- Assessment for Learning
- Assessment of Learning.

Assessment for learning involves the use of classroom assessment to improve learning

Assessment of learning simply measures what learners know or can do.

## **ASSESSMENT AND NATIONAL EXPECTATIONS IN RE**

The two Attainment Targets for RE set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the key stage.

The key indicators of attainment in RE are contained in three strands for each Attainment Target as follows:

Attainment Target 1: Learning about religions and beliefs

- Knowledge and understanding of religious beliefs, teachings and sources;
- Knowledge and understanding of religious practices and lifestyles;
- Knowledge and understanding of ways of expressing meaning.

Attainment Target 2: Learning from religion and beliefs

- Skills of asking and responding to questions of identity, diversity and belonging;
- Skills of asking and responding to questions of meaning, purpose and truth;
- Skills of asking and responding to questions of values and aims;

The Attainment Targets consist of 8 Level Descriptors of increasing difficulty. Each Level Description describes the types and range of performance that pupils working at that level should characteristically demonstrate. The Level Descriptors provide the basis to make judgments about pupils' performance at the end of each key stage. The non-statutory national framework for religious education (2004) was designed to help improve the consistency and effectiveness of assessment in RE nationally and incorporated the national levels of expectation. The levels have since been translated into Pupil-speak 'can do' levels.

## **THE CONTRIBUTION OF RE TO THE SPIRITUAL, ORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS**

### Spiritual development

Spiritual development within RE in a church school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

### Moral development

Moral development in RE in a church school is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

## Social development

Social development in RE in a church school develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

## Cultural development

Cultural development in RE in a church school provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

## **EQUAL OPPORTUNITIES**

The school believes that it is important for all children to have access to opportunities for spiritual development and awareness and for understanding of religions and beliefs. Structured learning objectives are designed to support the less able and to extend the more able in ways, which are sensitive to issues relating to personal belief and practice, cultural beliefs and lifestyles.

## **REPORTING TO PARENTS**

Religious education is included in the annual report to parents.

## **MONITORING THE RE CURRICULUM**

Religious Education is a specific remit within the school and is reported to the full Governing Body. Religious Education is included in the school's improvement plan and self-evaluation procedures.

## **RIGHT OF WITHDRAWAL**

The 1988 Education Act allows parents to withdraw their children from R.E lessons.

## **BUDGET**

The Governors, in their annual budget allocations, will set aside a specific amount earmarked for Religious Education books and resources and Collective Worship, in recognition and support of the Specific Christian ethos of the school.

Bids may also be made by the school/subject leader, to the Nicholas Chamberlain Foundation, for specific resources to enhance the teaching and learning of Religious Education.

At The Canons CE Primary School the staff and governors strongly agree that without Religious Education a pupil's total education will be noticeably impoverished. As a Church of England Voluntary Aided school, appreciative of our strong links with the Parish Church and the Nicholas Chamberlaine Schools' Foundation Trust we feel all the more strongly that Religious Education is of vital importance. We support the desirability of our pupils learning about other faiths and are happy for them to visit places of worship such as Mosques, Gurdwaras, Temples and Synagogues. Indeed we would suggest that an open, sympathetic approach to the sincerely held views of others is a vital quality

of 'Christian' living, but we can respect the views of others without agreeing with them and would want to stress the centrality of the Christian Faith.

We believe that this school can, and should, witness openly to the Christian faith through its worship and ethos.

Making visits to All Saint's Church for worship, and the involvement of local clergy in the school both play their part towards the achieving of this aim. Parents who choose this school for their children's education should be fully aware of this particular stance. (The school has a separate Collective Worship Policy)