

Religious Education Policy



Intent

Knowledge Rich and Academic

At St Thomas' we believe that excellent RE teaching can be the key to enabling every child to flourish. RE contributes to the spiritual, moral, social and cultural development of the children. These aspects of development can be found in many of the school curriculum areas and are implicit in the ethos of the school.

Our progressive curriculum builds upon prior knowledge, Christian concepts and skills taught throughout the year groups. Our 'questful', rigorous well-sequenced RE curriculum provides many purposeful opportunities for speaking, reading and writing, and ensures that all children can enjoy and access the learning, while also seeking to challenge children to achieve their full potential. Knowledge about the wider world is learned within the context of significant figures from religion.

Reading and Vocabulary

In every RE lesson, our children read. The reading can be incorporated into any aspect of the lesson. We believe reading is the key to all learning, so have made reading a priority in every lesson. Bible stories and references are read that directly link to the unit being taught. Children are given opportunities to consider the content and importance of the text. They will be asked questions about the content and be able to offer their ideas and opinions.

Children are introduced to key vocabulary during each lesson. This is introduced alongside key questions within each unit. These are key words that the children encounter, learn and use in context within the lessons. Children are challenged to learn the meaning of these words and to apply them correctly through discussion and as part of recorded work.

Christian Values

As a Church of England school, our Christian vision and values are central to all we do. Our mission statement, Jesus said, “Come live your life the way God wants you to”, motivates us to look to Jesus as our guiding light. He inspires us to live out our Christian values and to strive for Excellence in all that we do; celebrating life in all its fullness. Our Religious Education curriculum enables us to promote Christian values within our school. We learn about compassion, thankfulness, friendship, peace, responsibility and forgiveness through the example of Jesus and teachings in the Bible.

Celebrate Diversity

Within our RE curriculum, texts are purposefully chosen in order to expose the children to a wide range of religious texts and beliefs. This allows children to develop an understanding and appreciation of people who have different beliefs to themselves and offers a platform for valuable discussion within lessons alongside the acquisition of knowledge.

Experiences and Life Skills

Teachers use key texts or experiences to lead children to discover the impact of religious beliefs on people’s lives and in what ways particular Christian teachings are lived out. How are the beliefs that arise from the text making a difference in people’s lives? How are the beliefs that arise from the text making a difference in the world?

How do the text and its impact connect to the children’s own experiences? Activities are planned that make a link and give pupils an opportunity to respond, ask questions, share ideas and see the relevance in their own lives.

Teachers ask ‘Big Questions’ which challenge pupils to think more deeply, increasing their knowledge and understanding.

Excellence

By offering our pupils positive encounters with the Christian faith we maintain that we are equipping them to be the person God wants them to be. We recognise our children as individuals and educate them according to their rights in law. We provide opportunities for them to fulfil their potential and in accordance with the Church of England vision for Education to experience ‘life in all its fullness’. We believe that excellent RE teaching can be the key to enabling every child to flourish. RE contributes to the spiritual, moral, social and cultural

development of the children. These aspects of development can be found in many of the school curriculum areas and are implicit in the ethos of the school.

Implementation

Expectations

Bible timeline – This whole school Bible frieze is displayed in the hall and across school. This is referred to during every unit and is a part of knowledge organisers. Core Christian concepts are expressed in the Bible and lived out by Christian people each day. These big ideas reveal God's salvation plan, the big story. The emphasis during RE lessons is on the pupils gaining knowledge about and understanding the Christian Concepts of:

God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God

Structure of Lesson:

Retrieval:

Children are encouraged to retrieve previously gained knowledge and ask or answer relevant questions in relation to their thinking and level of understanding.

Vocabulary:

Children are introduced to key vocabulary during each lesson. This is identified alongside key questions on unit introduction sheets. These are words that the children should encounter, learn and use in the lessons. Children will be challenged to learn the meaning of these words and to apply them correctly and in context. Teachers may provide children with actions to match each of these words, to support the children in remembering them. . The teacher will also share a subject knowledge organiser with the pupils for them to use as a visual stimulus during the lesson to ensure correct use of Religious Education terminology.

Read /Explore the Text:

In every lesson, our children will read. The reading can be incorporated into any aspect of the lesson. Bible stories and references are read that directly link to the unit being taught. Children are given opportunities to consider the content and importance of the text. They will be asked questions about the content and be able to offer their ideas and opinions.

During RE lessons teachers point out where the text fits into the big story of the Bible, using a visual of the big frieze. This is included on knowledge organisers and referred to alongside key Christian concepts during each unit of work.

Teach/Discover the impact:

Teachers use key texts or experiences to lead children to discover the impact of religious beliefs on people's lives and in what ways particular Christian teachings are lived out. How are the beliefs that arise from the text making a difference in people's lives? How are the beliefs that arise from the text making a difference in the world?

Partner Talk/Make the Connection:

How do the text and its impact connect to the children's own experiences? Activities are planned that make a link and give pupils an opportunity to respond, ask questions, share ideas and see the relevance in their own lives.

Dive Deeper:

Teachers ask 'Big Questions' which challenge pupils to think more deeply, increasing their knowledge and understanding.

Use of resources:

RE lead and class teachers are to ensure that they have all the required resources to teach lessons. This may include quality sources or teacher knowledge textbooks. Teachers to discuss with RE lead if any extra resources are required. A stock of high-quality picture books and challenging texts are available in a central store alongside current journals and other relevant teaching literature to support.

Teaching and Learning Strategies- A variety of teaching and learning strategies is used. The children work in a variety of ways depending on the purpose of the work involved. They may work individually; they may undertake shared work as a group or in pairs; often they will work in a whole-class situation, where they will be encouraged to respect and appreciate the contribution made by others. Because of the wide variety of aspects covered in the teaching of R.E., the work may be approached and consolidated in many ways. Sometimes a whole lesson may be given over to discussion and debate; at other times written work may be appropriate. Active learning techniques are important in many aspects of this subject, artwork, role-play, dance, music, poetry, technology, may all be appropriate means of teaching and learning in R.E.

Books & Class RE Scrapbooks- Children have their own RE books and the class teacher maintains an RE scrapbook. All work is to be dated and learning outcomes are to relate to key expectations or concepts for the unit being taught. Teachers have high expectations of presentation. Children record their knowledge, experiences and understanding in a variety of ways, through

writing, artwork, discussions etc. Sometimes work will be recorded in class scrapbooks, these evidence experiences and learning which has taken place. Photographs are often included.

Assessment- Assessment of Religious Education is continuously used to inform teaching. Teachers assess children during lessons and date the Ladder of Expectation where evidence for assessment criteria has been shown. At the end of each unit teachers, complete a unit assessment sheet. They make judgements in relation to individuals and the class as a whole against the Ladder of Expectation after the children complete an Impact and Assessment written task. Teachers make judgements about all individual children's attainment. The RE lead is responsible for analysis of this and for monitoring RE progress and attainment across the school.

Impact

By the end of Key Stage 1 our pupils will:

- talk about God as creator of the world who loves us.
- know that God is three in one, Father, Son and Holy Spirit.
- be able to retell both the nativity and Easter stories.
- use religious words to talk about the celebrations of Christmas, Easter and Pentecost.
- know that Christians believe Jesus is the Son of God who died on the cross and rose again.
- know that Jesus had 12 special friends called disciples.
- know that the Bible is our holy book and it contains God's big story, the salvation plan.
- be able to retell stories of Jesus' miracles.
- have visited a church and confidently talk about their experience and what they have learnt.
- have had opportunity to ask reflective questions that wonder about Christian practice, values and beliefs.
- be able to give examples of how Christians, put their beliefs into action.
- know the names and significance of holy books from other faiths.
- know the places where people of other faiths worship.
- be developing a sense of their own values and the values of others.

- have experienced taking part in the celebration of Harvest Festival.

By the end of Key Stage 2 our pupils will:

- know that God is three in one, Father, Son and Holy Spirit – the Trinity.
- know that in the beginning, God created everything and it was good. People spoilt the environment and their relationship with God. This is known as the Fall.
- know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.
- know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.
- know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).
- Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.
- know that Pentecost was the start of the church.
- know that Christians believe that the Holy Spirit is at work in their lives today.
- know that Christianity is a worldwide multi-cultural faith.
- know that prayer is an important part of the life of a believer and explain why.
- know the names and stories of at least three people in the past and present times who have been called by God to do his work and speak his word.
- describe the impact responding to God's call has on a believer's life.
- use developing religious vocabulary to talk about the impact religion has on believers' lives.
- be able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths.
- ask important questions about religion and belief that improves their learning.
- experience a visit to a place of worship other than a church.