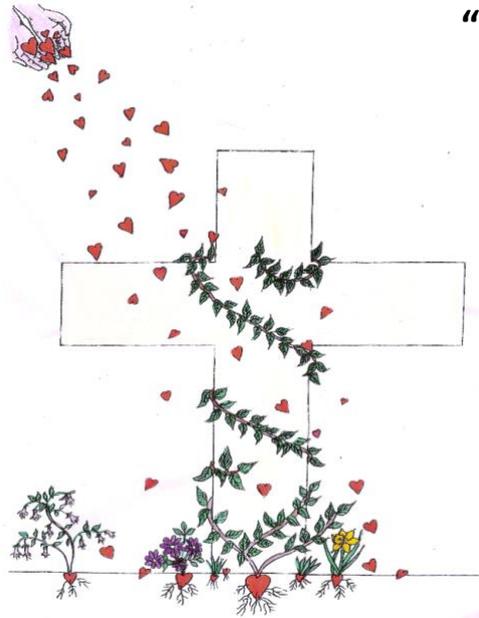




Faith, Family and Fascination

“Love shone down”



Religious Education Policy

Boutcher C.E. Primary School

Reviewed by: Megan Whitton

Last reviewed during: Autumn 2021

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Boutcher C.E. Primary School RE Policy

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1. Mission Statement

The Religious Education Policy will support the delivery of the Mission Statement. Religious Education takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The children at Boutcher discussed our Mission Statement and created their own interpretation of it.

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

2. Aims of RE

1. To develop a strong foundation of the Christian faith through children’s knowledge and understanding – it’s beliefs, scriptures, traditions and festivals.
2. To give opportunities for children to explore fundamental questions of human existence.
3. To teach and encourage the skills needed to make informed judgements and decisions. Applying an understanding of Christianity to make reasoned and informed responses to life issues and moral choices.
4. To create an environment where all children can openly discuss their own religious, spiritual and philosophical ideas, beliefs and opinions without fear of judgement from others.
5. To increase and develop children’s knowledge and understanding of other major world faiths, so that they develop respect, empathy and sensitivity towards all people.
6. To develop skills of reflection, critical analysis, evaluation and the promotion of understanding of people from different faith backgrounds and none and of diversity within faiths.

7. To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.

3. The place of Religious Education in the life of the school

At Boutcher C.E., RE is viewed as being at the heart of the school, where we aim to ensure that RE is an outstanding specialism and central to the school effectiveness.

We aspire to ensure that children have the opportunity to learn about and explore religion in an innovative, creative, exciting and progressive way. It is important that our children are given many opportunities to ask questions, raise issues and develop their own religious beliefs.

Children learn about aspects and traditions of the Christian faith, about God and His relationship with His people, the teachings and stories of the Bible, the birth and life of Jesus and the major events and teachings of his life, the death and resurrection of Jesus and what this means for Christians today.

4. Content of Religious Education Lessons

Religious Education is taught through class lessons involving written work, drama, art, music and Godly Play or reflective story telling.

Teaching and learning in Religious Education lessons is also supplemented by visits to relevant exhibitions and places of worship and visits from Ministers of Religion at various times during the year.

In Key stage 1 and 2 R.E is taught for at least 1 hour each week. It is supplemented by collective worship, with links to topics of study and whole school themes being made.

In R.E lessons the children learn (in line with the two attainment targets) about religion (AT1) and from religion (AT2). Wherever possible the lesson objectives address both AT1 and AT2. When one attainment target is the focus of the lesson the other is referred to and discussed in either the introduction or plenary lesson. Children will usually respond to a reflective question, enabling them to make links about what they have learnt in that lesson, the wider theme and also to make connections with previous learning within the same attainment target and strand.

The work in R.E. lessons is represented through drama, writing about the beliefs and opinions of themselves and others, prayers, art work and music. Lessons also provide time to reflect, discuss, think critically and question.

RE lessons follow the Southwark Diocesan Board of Education syllabus for RE. The scheme of work comprises of two thirds of Christianity and one third of other principal world religions. Christmas and Easter are studied each year and provide opportunities for children to develop their knowledge and understanding of these Christian festivals. The Understanding Christianity resources will be used alongside the SDBE planning.

Occasionally the whole school or a key stage may study the same topic as part of a wider theme or topic within the school. Where this happens it will replace the planned topic of study.

A curriculum map can be found in Appendix A.

5. Recording in Religious Education

Each child will have an RE book where they will complete their weekly RE. In line with the rest of the school, children will be expected to produce high quality work, ensuring good presentation.

At the start of every new topic, children in KS1 will be introduced to topic specific vocabulary and this will be recorded on a coversheet in their book. Children will be able to revisit this throughout the topic and will be encouraged to use it in lessons.

In KS2, children will create a mind map, with the name of the topic/ topic question in the middle of the page. Each week, they will add newly acquired knowledge to the mind map with the date that they add it. This will allow children to see their knowledge grow throughout the topic. Key vocabulary will be given to the children at the start of the topic and they will also be encouraged to use it throughout lessons. Teachers are expected to model topic specific vocabulary, include it on displays, correcting spelling mistakes and misconceptions throughout lessons.

Each lesson will allow opportunities for children to develop both Attainment Target 1 (AT1) and Attainment Target 2 (AT2). Usually, the main lesson objective will be in relation to AT1. Each piece of work should be recorded with a learning objective which matches the attainment target that will be covered in the lesson. Children will then be presented with a question to answer, relating to AT2. This question should be written in their book, labelled – AT2 and answered independently. This will ensure they are able to learn both from and about religion in every lesson.

6. Assessment & Progression

Teacher assessment is completed after each lesson and whole class feedback may be prepared for the next lesson. Misconceptions, spellings, examples of good work, notes about presentation and a question to extend learning may be utilised. When appropriate, teachers may also make additional comments or ask questions on the children's work to support them in their understanding and thinking.

Each lesson (other than the first lesson of a new topic) will start with feedback from the previous lesson with high quality work being praised and spellings and misconceptions being addressed.

Formal assessment of children's written work for each attainment target is completed termly. Data is to be completed and saved on the shared drive, identifying children working towards, working at the expected year group expectation and exceeding it for both AT1 and AT2. The books of two children identified as working at each level is to be given to the coordinator for monitoring at the end of each term.

Each child has a target sheet in the back of their RE book. Teachers are expected to highlight these targets at the end of each term, depending on the child's attainment. Children are

encouraged to look at this sheet, so they understand their attainment and progress in the subject and know the next steps that are required in their learning.

There are three different assessment sheets: EYFS, KS1 and KS2. Assessment is to assess achievement in AT1 and AT2. An overall level is given at the end of the year in the child's report. Assessment samples and data are kept and passed on to the next class teacher.

7. Organisation and Planning Responsibilities

Religious Education themes are discussed by the RE Co-ordinator with teachers through Key Stage meetings at the start of each term. The curriculum map and planning for each topic is save on the staff shared drive.

Links to any acts of collective worship are identified (where relevant) to build on children's knowledge and provide a context for the lessons.

Assessment and outcome questions are identified in planning. Children should be given time to think and reflect on these questions. AT2 questions are highlighted in planning and teachers should use responses for assessment purposes. Teachers are provided with AT1 and 2 sentence stems and suggested questions to support them with planning and assessment.

Each classroom should have an RE display that includes the topic question, questions that the children would like answered, key vocabulary and good examples of word. Where possible displays should be interactive (see Appendix B)

8. The role of the Religious Education Co-ordinator

The RE Co-ordinator is actively involved in planning and monitoring the subject. They run planning meetings each term, staff INSET where required and distribute new ideas and resources among the teaching staff.

Each term the RE Co-ordinator collects work samples and data for the unit and provides feedback to support the teachers in their next unit.

The Co-ordinator observes RE in each year group. The observation is written up using the recommended structure from the Diocese and given to the teacher concerned and the Head teacher (see Appendix C).

There are also opportunities for the teachers to observe the Co-ordinator teaching the subject to their own class.

The Co-ordinator attends regular training, including co-ordinators conferences at Southwark Diocesan Board of Education. Relevant material is then shared with the teaching staff.

The Co-ordinator is responsible for keeping a log of their activities for the current year (see Co-ordinator's file).

The Co-ordinator will meet regularly with the Faith Leaders and carry out tasks within the school that support the children and the wider school in developing faith. The Co-ordinator will also meet with the adult Faith Group termly at the Visions and Values Committee.

The Co-ordinator is responsible for ensuring there are adequate resources to support teachers in the delivery of lessons. The co-ordinator will also ensure that educational visits are arranged for classes where it will support and offer deeper learning opportunities.

9. Withdrawal from RE lessons

Although legally parents have the right to withdraw children from the teaching of RE, it is expected that by applying to a church school, parents understand the school's distinctive Christian character and recognise that RE is central to the life of the school and will therefore not feel it is necessary to withdraw their child from RE lessons.

If a parent decides to withdraw their child from RE lessons, a meeting will be arranged with the Headteacher and RE coordinator to share with parents the inclusive and non-threatening nature of RE and the relevance of it for all children. If a parent decides to go ahead with withdrawing their child from RE lessons, a period of withdrawal will be granted for a period of one year. Parents will then need to reapply.

10. Evaluation & Monitoring by the Governors

The outcome of RE scrutiny and observations is reported to Governors.

An annual report is given to the Governing Body to explain about the children's achievements and staff training in RE.

The incumbent (vice chair of Governors) works closely with the Head teacher and Co-ordinator and is kept up to date on current practice and policy in RE. He has informal conversations with pupils regularly and is always actively involved in RE events we hold with parents e.g. RE Curriculum Open Evening.

This policy is reviewed biennially.

11. Budget

A budget for resources is allocated each year. This is set according to identified areas of development.

12. Covid-19

Immediate Response to School Closure

When schools were closed as part of the national lockdown to curb the Covid-19 pandemic, we moved to online learning, via Google Classroom. As a school that holds RE fundamental to all that we do, it was important to us that the children continued to participate in RE lessons. Therefore, we continued to teach RE to each class via Google Classroom following the planned curriculum map.

We continued to use the appropriate planning but adapted it to ensure that the children could access learning and continue to grow in knowledge and the skills that we had been working on. Children were provided with opportunities to develop both AT1 and AT2.

Unfortunately, the restrictions meant that all educational visits had to be cancelled, with all classes missing out on visiting places of worship. For some classes we were able to offer an alternative to this provision, with one class participating in a video meet Q&A session with a person or faith and another submitting questions to be answered.

Teachers were encouraged to make lessons dynamic and teachers were encouraged to use videos and to create a wide variety of activities with opportunities to develop both attainment levels.

Return to School Response with Social Distancing Restrictions

Whilst reviewing work during the school closure and carrying out teacher assessment since returning to school, it has become clear that whilst children have developed good subject knowledge, they have a gap in attainment target 2. This is likely to be due to a lack of opportunities to discuss and share AT2 responses as we normally would in lessons. As a result, teachers will ensure that AT2 has a greater focus than usual and opportunities to share responses will be given in each lesson. At least one lesson in each module should also take an AT2 focus, with AT1 having a lesser importance.

Teachers will need to use their discretion to amend lesson plans to ensure that activities follow social distancing requirements as well as other government guidelines. Teachers should ensure that lessons still offer a range of activities however, those such as drama may need to be amended. We will continue to follow the planned curriculum map.

The majority of marking should be done through live marking. Any books that haven't been marked, should be collected and placed into quarantine for 48 hours. After this time, teachers should mark books in the usual way using a whole class feedback form. Feedback should then be given to the whole class as the start of the next lesson as usual. If two lessons are to be taught in quick succession, teachers should wait until the second lesson has been taught and then mark the two lessons, giving feedback on both at the start of the next lesson.

Educational visits to places of worship will be booked once the guidelines are relaxed, if this is not possible, we will seek more opportunities for video meets and visits from individuals to support the learning and development of our children.

Future Plan for School Closure

Should there be another entire school closure we will continue to teach children in accordance with the curriculum map. We will continue to plan a variety of activities and provide children with opportunities to develop AT1 and AT2. In addition to what we were doing before, children will be encouraged to share AT2 responses on Google Classroom on the class page and teachers will facilitate a discussion so that children will be able to think about the responses, views and opinions of others. It is hoped that this will allow children to develop their AT2 skills. Teachers should

ensure they view these discussion threads and manage them appropriately. It would be beneficial of teachers to remind children to be respectful and considerate in their posts.

In the event of children being required to self-isolate from school, teachers will continue to provide the RE curriculum via Google Classroom weekly. Children will continue to access the same lessons as the rest of the class, although the delivery of the content might vary.

Should the whole class not be able to attend school, children will continue to be provided with weekly lessons, continuing with the objectives identified in the planning. Lessons will be tailored and adapted to suit home learning. All children should be taught RE regardless of their individual learning needs and lessons should be accessible to all children. Opportunities to share AT2 responses should be encouraged on Google Classroom. This should allow children to develop this important skill. As above, teachers should ensure they view these discussion threads and manage them appropriately.

Online Q&A sessions with people of different faiths, virtual tours of places of worship and other such opportunities should be maximised and encouraged. If teachers need assistance with this, they should ask the RE coordinator.

The RE coordinator may ask for examples of children's work and view AT2 discussions on each class page from time to time.

In the event of a teacher being unable to plan and teach their own class, the RE coordinator will resume responsibility of teaching the class of the teacher unable to teach, in addition to their own class.

13. Response to Black Lives Matter

The RE curriculum is inclusive and diverse and opportunities to explore issues surrounding race and racial tension will be taken as they arise. Throughout the curriculum there are prominent figures of different cultural and religious backgrounds and these people and movements will be taught with importance. Children will be reminded of the many nationalities of the people in the bible stories and in those of other religions studied. Teachers should ensure they use role models from all cultures and backgrounds.

In RE lessons children are regularly reminded that we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teacher's feel uncomfortable in discussions or when planning lessons, they should speak to the RE coordinator.

Appendix A-Curriculum Map

Curriculum Map for Religious Education

	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2		Summer Term 1	Summer Term 2
EYFS	Who made the wonderful world?	Why is Christmas so special to Christians?		How did Jesus Rescue people?	What is so special about Easter?		Who cares for this special world?	What are the special festivals and how do Muslims pray?
Year 1	Why is it good to listen to and remember the stories Jesus told? AT1 – 1 AT2 - 2	What is the story of Noah really about? AT1 - 1 AT2 – 2	Which nativity character are you? AT1 – 1 AT2 - 2	Why do Christians make and keep promises to God? AT1 – 3 AT2 - 3	Who is the saint of our school’s church? AT1 – 2 AT2 - 1	Why is Easter the most important festival for Christians? AT1 – 1 AT2 - 2	What does it mean to be a Muslim? AT1 – 2 AT2 - 3	How and Why Do Muslims Uphold Their Faith By Giving Commitment To Allah? AT1 – 2 AT2 – 3
Year 2	Why did Jesus teach the Lord’s prayer as the way to pray? AT1 – 1 AT2 - 3	What are God’s rules for living? AT1 - 1 AT2 – 3	Where is the light of Christmas? AT1- 3 AT2 - 3	What responsibility has God given people for taking care of Creation? AT1 - 1 AT2 - 3	Why are saints important to Christianity? AT1 - 2 AT2 - 2	How do Easter symbols help us to understand the true meaning of Easter? AT1 – 3 AT2 - 1	What is it like to live as a Jew? AT1 – 3 AT2 – 1	Why are they having a Jewish party? AT1 – 2 AT2 - 3
Year 3	What is the Big story and what does it reveal about having faith in God? AT1 – 1 AT2 - 2	What are the Beatitudes? AT1 – 1 AT2 - 3	How do advent and Epiphany show us what Christmas is really about? AT1 – 3 AT2 - 1	What do the miracles of Jesus teach? AT1 – 1 AT2 - 2	Jesus’ new commandment and the 2 greatest AT1 – 1 AT2 - 3	Easter people, who is the most important person in the Easter story? AT1 – 2 AT2 – 3	What do Sikhs believe? AT1 – 1 AT2 - 2	What does it mean to be a Sikh? AT1 – 2 AT2 - 1

Year 4	Should every Christian go on a pilgrimage? AT1 – 2 AT2 - 1	What can we learn from Wisdom? AT1 – 1 AT2 - 2	Is peace the most important message at Christmas? AT1 – 2 AT2 - 3	How did belief in God affect the actions of people in the Old Testament? AT1 – 1 AT2 - 3	Who is Jesus? AT1 – 1 AT2 - 2	What happens in churches at Easter? AT1 – 3 AT2 - 1	What is the importance of symbols, beliefs and teaching in Hinduism? AT1 – 3 AT2 - 2	What does it mean to be a Hindu? AT1 – 2 AT2 - 3
Year 5	How has the Christian message survived for over 2,000 years? AT1 – 1 AT2 - 2	How does a 'Bishop in Action' help lead the Anglican Church in the Christian faith today? AT1 – 3 AT2 - 1	How do art and music convey Christmas? AT1 – 3 AT2 - 3	Understanding faith in Bermondsey (Must include Islam) AT1 – 1 AT2 - 1	What do the monastic traditions within Christianity show us about living in a community? AT1 – 2 AT2 - 1	How does Holy Communion build a Christian Community? AT1 – 2 AT2 - 3	What is Buddhism? AT1 – 1 AT2 – 3	What does it mean to be a Buddhist? AT1 – 3 AT2 - 2
Year 6	How does worship and liturgy enable a Christian to grow express their faith? AT1 – 3 AT2 – 1	Why is remembrance important? AT1 – 3 AT2 - 3	How would Christians advertise Christmas to show what it means today? AT1 – 3 AT2 - 2	The journey of life and death (Must include Islam) AT1 – 2 AT2 – 2 & 3	Do fame and the Christian Faith go together? AT1 – 2 AT2 – 3	How does the Christian festival of Easter offer hope? AT1 – 1 AT2 - 2	What does it mean to be a Jew? AT1 – 1 AT2 - 3	Rules and Responsibilities – who decides? (Must include Islam) AT1 - 1 AT2 - 1

*Teachers may choose to move modules depending on when religious festivals are that year so that teaching of other world faiths coincide with the festivals.

Appendix C – Lesson Observation Template

Religious Education Lesson Observation

Term:

Date:

Teacher:

Year:

Subject: RE

Unit:

Lesson objective:

How effective is RE?

Quality of planning, resources and organization

Quality of pupils learning AT1 AT2

Inclusion (Faith background, SEN, differentiation used)

Contribution of RE to spiritual and moral development

Other evidence (work in books, displays)

Strengths

Areas for development/discussion