

ALL SAINTS' C.E. (C) PRIMARY SCHOOL, ALREWAS.

Curriculum Policy Statement for Religious Education



'Believe to Achieve'

Mission Statement

'To provide quality education for our children in a happy, secure Christian environment, encouraging pupils to achieve their potential academically, spiritually and socially.'

General Principles and Philosophy

The RE curriculum should promote the spiritual, cultural, intellectual and physical development of pupils in order to prepare them for adult life. In promoting children's development, it is important to consider the context of their environment and experience. Pupils come from families with outlooks that are both religious and non-religious. The world in which the children are growing up is broadly multi-cultural with different faiths and cultures being represented in the local area. Children therefore need an awareness of and sensitivity to, the beliefs and values of others. Our school is a Church of England (Controlled) school. We have close links with All Saints' Church in the village and the children are encouraged to learn about its work. The vicar is vice-chair of governors and is a highly involved friend of the school. He contributes immensely to all aspects of Worship and also supports the RE curriculum.

The National Curriculum.

RE is a statutory part of the school curriculum. It has its own individual context but also contributes to other area of the curriculum in aesthetic, environmental, social, moral, spiritual and cultural terms.

Aims of All Saints' Primary School:

Through Religious Education the school aims to: provide pupils with the opportunity to widen their views of themselves and their experiences and to develop their own informal values provide the opportunity to identify and understand some of the forces within today's society; being able to explore aspects of their own culture and develop positive attitudes towards diversity of belief and practice.

Aims of the Staffordshire Agreed Syllabus

The national consensus for the aims of Religious Education fall into two broad categories:

Learning **about** religion

Learning **from** religion

The Staffordshire syllabus further expands these into four areas or attainment targets:

Learning about religion

Religion - To explore and understand religious beliefs and practices and their influence on society.

Learning about religion

Meaning - To find meaning in religious language and imagery.

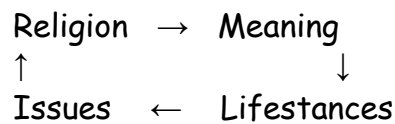
Learning from religion

Issues - To explore and understand spiritual, moral and social issues.

Learning from religion

Lifestyles - To develop personal stances on related issues.

These areas are interrelated in the following way.



Objectives

- R.E. will provide the context for teaching and learning general skills such as self-expression, investigation, problem-solving, data-processing and evaluation
- pupils will develop an understanding of the meaning conveyed through the beliefs of Christianity and other faiths
- pupils will become aware of the traditions inherited through different religions
- pupils will develop an awareness of the role of religious communities, of their own role within society and the influence of religious leaders
- pupils will increase in awareness of the purposes and activities of celebrations and festivals within the different religions studied
- pupils will develop an understanding of the role of worship within the religions
- pupils will respond to the relationship of people to the natural world as seen through the different religions and develop their own responsibility to it
- pupils will actively engage in thoughts and ideas about God.

The Programme of Study

The Staffordshire Agreed Syllabus approaches the content of Religious Education through **seven paths of enquiry or elements** common to all religions. At each key stage it is important that pupils have opportunities to meet members of faith communities and to visit places of worship.

The seven elements give pupils a common framework for exploring and understanding religions, and for making connections between the religions they study.

These elements are:

1. **Conveying Meaning** (Understanding how religious ideas are communicated through symbol, story, action, etc.)

2 Inheriting a Tradition

(Understanding the historical roots and sources of authority and guidance within a faith)

3 Living in Community

(Understanding the quality of relationships and sense of belonging within communities of faith)

4 Marking Special Occasions

(Understanding how and why religious people celebrate special occasions in their own lives and the life of the community)

5 Meeting for Worship

(Understanding more regular features of religious practice, e.g. prayer, meditation)

6 Responding to Nature

(Understanding religious responses to and responsibility for the natural/scientific order)

7 Thinking about God

(Understanding key religious beliefs)

Lichfield Diocese Handbook

The Lichfield Diocese Handbook suggests three distinct ways into the teaching of RE. These are:

1. Personal Understanding and Response (for pupils to be enabled to understand their own spirituality and uniqueness, and be encouraged to respond in a variety of ways to ultimate questions and values in relation to their own spiritual journey and the Christian faith in God).

2. Religious Beliefs and Practices

(to gain knowledge and understanding of Christianity and other religions, their beliefs and practices, and an awareness of the variety of ways in which meaning can be expressed).

3. Relationships and Lifestyles

(to explore how religious belief offsets human relationships and lifestyles, and to foster positive attitudes towards each other and the natural world.)

Assessing, Recording and Reporting- Religious Education

Assessment is an essential part of the teaching and learning process. A good assessment framework raises the expectations of teachers and makes us aware of the potentially high standards, which our pupils can achieve. It helps us to sharpen our focus on what is being taught and why. It enables us to identify strengths and weaknesses in pupils' attainments and to plan the next steps in their learning. It provides the means to chart progress, and enables us to make pupils and their parents clear about particular achievements and targets for improvement.

Effective assessment requires:

- identification of a clear focus for a unit or lesson
- clear planning of objectives
- careful consideration of learning experiences
- opportunities to demonstrate achievement
- regular evaluation.

Attainment Targets

Each of the four Attainment Targets for Religious Education has been expanded into sequential Steps in Progression across the key stages, paralleling the 'levels' of the National Curriculum subjects. These Attainment Targets and Steps in Progression define the process of learning in Religious Education in Staffordshire and form the basis of the framework for assessing, recording and reporting pupils' achievements.

The Steps

The Steps in Progression offer a framework or skeleton, which will enable us to develop a corporate understanding of what we mean by progress in

Religious Education. Through practice, it should be possible to exemplify these standards through the work, which pupils engage in.

The Steps are broad, inclusive statements of progress, representing substantial gains in learning.

The intended use of these Steps is: - to help pitch objectives for units of work; - to help identify in words (in comments on pupils' work, and in reports to parents) what pupils have achieved, what they are able to do and what they might try to do next.

Pupils should always be informed, as far as possible, of the learning objectives for the unit of work they are engaged in. In mixed ability groups these will be pitched at a range of achievement. The teacher's introduction might be in the style of, "All of you should be able to ... ; some of you might be able to ... ; a few of you might go on to..."

1. COMMUNICATE

Communicate can be one starting point where pupils communicate their responses to the concept, interpreting from their own perspectives. This can allow pupils to share their own customs and recognise their own differences within the class. E.g. when studying concepts such as belonging or celebrations.

2. APPLY

This element allows the children to think how this applies to their daily lives and how it applies in different ways or situations or people. This challenges the children's perceptions and gets them to consider the concept from a different perspective.

3. ENQUIRE

This is where the pupils enquire into the meaning of the concept in a more complex way. The concept is unpacked and its broader interpretation explored. E.g. if the concept is celebration, what constitutes a celebration? What are the characteristics of a celebration? If the concept is Community, What are the characteristics of a community?

This is a useful place to start if the concept is challenging.

4. CONTEXTULISE

This is where the concept is contextualised within the religious material it is related to. E.g. How do Christians celebrate Jesus' birthday? Or How does a Jewish, Christian or Buddhist community function?

5. EVALUATE

How significant is this concept for the religious people investigated? Also the children could consider, reflect on and articulate their own opinions about the concept.

- Within Communicate and Apply children are drawing on their own experiences of the concept.
- Within Enquire and Contextualise they engage with specific examples of others.
- Within Evaluate, they draw together the skills learned demonstrating their understanding of the interpretation of other religions/opinions, and then re-evaluating the concept in light of this new awareness.

Example Topic: Sacred Places - Pitched at Year 5

Enquire into the concept 'Sacred Places'

1. Pupils brainstorm the word 'sacred' in small groups. Feedback and compare ideas.
2. Pupils in groups discuss and list what they would need to create a sacred place and then compare ideas.
3. Design a sacred place focussing on their discussions.
(Anything/anywhere, not necessarily related to religion)
4. On a laptop, pupils produce labels, which explain how particular features make their place sacred.
5. Discuss key elements that they consider make a place 'sacred'.

Contextualise the concept within religious places of worship

1. Visit and investigate the Church. Draw or photograph features, which they think makes the church sacred. They may wish to interview Rev. John Allan.
2. Pupils produce a guidebook for a visitor to the church, describing and or explaining sacred features and what they consider makes them sacred.

3. Repeat the above activity for a Mosque/ Gurdwara/ Temple/ Synagogue etc through a virtual tour or another visit.

Evaluate the concept of sacred place within Christianity and Islam

1. Is it important for believers to feel that a place is sacred? Why? Why not?
2. Can a place be sacred on some occasions and not on others?
3. Do all Christians and Muslims feel that the Church and Mosque are sacred?
4. Do you think that Christians and Muslims would mind exchanging places of worship? Why? Why not?
5. How would a volunteer child in role as a Christian or Muslim who have been offered an alternative place of worship as theirs is being converted into a new supermarket. How might they react?
6. Is it important for everyone to have a sacred space?

Communicate their own understanding of 'sacred place'

Ask pupils to take some reflective time by imagining being in their sacred space. Maybe use a variety of music genres.

1. Would they call it sacred or would they rather use another word? What would their alternative word choice be?
2. What is it like around them? Who is there if anyone? What can they feel, see, hear, and smell?
3. Why is it sacred? How do they feel when they are in there?
4. Children could draw and annotate their sacred space or write a poem about it.

Apply their own understanding of sacred places to their own and others' lives

1. Discuss and compare pupils' personal sacred spaces. How do children feel about each other's sacred places? Can they explain why it is sacred- The place where I was born, the best football ground, where I ride my horse, the garden. How do people show a place is sacred?
2. Discuss: Is it important to show respect for other's sacred places? Why? Why not? How can respect or non-respect be shown to another's sacred space?

3. Pupils in groups devise short scenarios to illustrate a situation where a lack of respect for a 'sacred' place has been shown and how people react. Pupils role-play their scenarios-others record on Flip Cameras- for discussion.
4. As a class in circle time, children discuss why people can show a lack of respect for a sacred place through malice, ignorance, or other reasons.

This cycle is an integrated process of enquiry whereby the enquiry progresses into greater complexity and depends on using higher-level skills of analysis and communication as it moves on. It is dependent upon reintroducing prior learning, while progressing from one element to the next and, across cycles at different stages. It progressively draws on prior learning. It is not just a structure/process to be followed.

Planning and delivering assessment

Effective assessment requires a clear statement of aims for the identification of learning objectives for each unit of work. The objectives for each unit of work should be coherent, realistic, and achievable.

Children should be given credit for achievement whenever it is demonstrated, whether informally or through planned activities. Each unit of work will provide information about children's attainment. Any classroom activity can be seen as an assessment opportunity, though not necessarily for all pupils at the same time. There is also a place for end of unit assessment.

Recording and reporting assessment

Achievement should be recorded against the selected learning objectives- Children that are working at/above/below the level. It is not necessary to record individual achievement against all four attainment targets in any one unit, although achievement should be recorded at least in the two broad categories of Learning about Religion and Learning from Religion. Some examples of children's work should be kept and relevant observations noted to provide supporting evidence.

Religious Education must be reported on at all Key Stages. The evidence collected from formative, diagnostic and summative aspects will provide the information needed for reporting.

The report should focus on each child's achievement and progress; weaknesses may be expressed as targets. Reference should be made to both target areas: *Learning about Religion* and *Learning from Religion*. The STEPS may be useful as a guide to appropriate wording, though comments should also be put into the context of the year's programme.

Principles of Assessment

Assessment should:

- be an integral part of the learning process
- be built into the planning of units of work
- be based on clear learning objectives
- be based on clear criteria which are shared with and understood by pupils wherever possible
- arise out of the learning experiences the pupils have had during a particular unit of work
- be include open-ended tasks which allow pupils to respond at different levels
- be differentiated as appropriate
- allow children to show what they know, understand and can do
- take account of different learning styles
- be used to inform future planning and target setting
- provide comparative data as a focus for school improvement

Reviewed July 2015