

# KING INA



CHURCH OF ENGLAND ACADEMY

## **King Ina Church of England Academy**

### **Religious Education Policy**

**May 2022**

## **Rationale**

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At King Ina C of E Academy, we develop the children's knowledge and understanding of Christianity and other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

## **School Mission Statement.**

King Ina C of E Academy aims to:

**Develop happy, hardworking learners who achieve their  
full potential in a secure Christian  
environment.**

## **Academy Values.**

Our six school values, which were selected by the school council on behalf of the children across the entire academy, are as follows:

Friendship  
Determination  
Community  
Eco-friendly  
Believe  
Calm

These were chosen by the children from a selection recommended by the Diocese and they each form the focus of aspects of class and collective worship for half a term.

The values are central to many aspects of the curriculum and the children's learning throughout the entire school, and are referred to on a very regular basis in all sorts of situations and activities which contribute to our children's academic skills, behaviour management and social and emotional development.

The school values are represented in our unique stained glass window designed for our new school building and found in our school library.

## **Academy Aims.**

**We aim:** To build on the academy's Church of England foundation and encourage a way of life which respects the beliefs of others. We do this...

through daily worship, religious education and celebration of Christian festivals.

through a considered partnership between all parents, governors, staff and children which affirms the ethos of the academy.

through active links with the Church and the community.

**We aim:** To develop the potential of each child. We do this...

by delivering a curriculum that is relevant, engaging and inspiring; using appropriate teaching methods and strategies.

by developing learning skills.

by affirming every child's self-esteem through encouragement.

**We aim:** To help each child look to the future with confidence. We do this...

by awakening an appreciation of art, music, sport and the wider curriculum as sources of permanent enrichment to all.

by developing a way of establishing friendships and resolving differences based on the acknowledgement of each person's gifts.

by a healthy respect for one's own body, personal history and unique personality.

**We aim:** To provide a well-managed academy...

which anticipates the needs of the future with clear structures of administration and communication.

which promotes the academy as an active partner in the community and works in tune with the local environment.

From these academy aims we focus on our curriculum aims for R.E:

- To develop necessary skills to reflect on personal experiences, to develop individual identities, personal beliefs and values.
- To develop an awareness of spiritual and moral issues in life experiences;
- To develop knowledge and understanding of Christianity and other major world religions;

- To develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- To have respect for other peoples' views and to celebrate the diversity in our school and in society.

### **The legal position of Religious Education.**

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children. The ERA allows parents to withdraw their child from Religious Education classes if they wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Somerset LEA's Agreed Syllabus, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### **EYFS**

Our R.E. curriculum and teaching for our youngest children is adapted by our foundation teachers to recognise the new EYFS framework.

### **Teaching and learning style.**

Staff will follow the scheme of work promoted by Somerset and encouraged by the Diocesan entitled 'Awareness, Mystery and Values.' (AMV) The units for the foundation stage are repeated every year, they celebrate the uniqueness of each child and introduce key Christian themes and some of those of other world religions. The units for key stage 1 have been organised into a two year rolling programme which the children will complete during their time in year 1 and 2. In key stage two there are separate rolling programmes for the lower key stage and the upper key stage. The unit headings have the same title but with different objectives, in years 3 and 4 the themes, skills and thinking are being introduced but in years 5 and 6 the objectives delve deeper and further develop the children's knowledge and understanding. This structure will ensure full coverage of all the units by the children during their time at King Ina C of E Academy.

Teaching will take place for between an hour and an hour and a quarter each week for key stage 2, and an hour a week for key stage 1. This may vary a little each week depending on the theme and activities of the lesson. Teaching will be a mixture of discrete lessons and at times it may be linked to other subject such as English, History, Geography, Music, Art, Dance and Drama. R.E. teaching will also contribute to spiritual, moral, and cultural development within the school, through all areas of the curriculum.

We base our teaching and learning style in R.E. on the key principle that good teaching in R.E. allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the R.E. curriculum.

Our teaching and learning styles in R.E. enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

Children may be asked to carry out research into religious topics. They study particular religious' faiths and also compare the religious views of different faiths on topics such as rites of passage or festivals. Children discuss religious and moral issues.

In the foundation classes the work will be recorded in a class floor book with comments from the class teachers and examples of the children's' work. In key stages one and two the children will have their own individual R.E. books to record class work and individual responses to the objectives of the lessons taught.

### **Skills and processes to be developed.**

All children should have the opportunity to:

- Develop an awareness of themselves and others through reflection on their inner feelings and relationships with others,
- Develop a sense of curiosity, awe and wonder related to the natural world, to Christianity and to the other principal religions of the world,
- Develop an understanding of right and wrong and of how their own values relate to their attitudes and behaviour,
- Develop the capacity to explore questions of belief, meaning and purpose,
- Develop a knowledge, understanding and appreciation of practices associated with worship, prayer, celebration and pilgrimage,
- Become familiar with the Bible and view it as a special and precious book,
- Become familiar with festivals, particularly those of the Christian Church,
- Develop an understanding of the church as a community of believers and as a building.

### **Differentiation.**

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

Setting common tasks which are open-ended and can have a variety of responses,  
Setting tasks of increasing difficulty where not all children complete all tasks,  
Grouping the children by ability and setting different tasks for each ability group,  
Providing resources of different complexity, adapted to the ability of the child.

### **Curriculum planning in Religious Education**

We plan our religious education curriculum in accordance with the Somerset LEA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we encourage progression so that there is increasing challenge for the children as they move through the school.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during the key stage.

Our medium-term plans give details of each unit of work for each term with guidance taken directly from the AMY syllabus which also supports the units with exemplar lessons and some resources. Class teachers will use this information to develop their plans for each lesson. These will list the specific learning objectives for each lesson, give details of how the lesson will be taught and what resources will be used.

Each educational key stage will have the flexibility to plan, lead and teach their R.E. units as best suit the structure and staffing expertise of that key stage. Sometimes this will mean that the same teacher may deliver R.E. lessons to more than one class in the key stage, sometimes this may mean that one teacher plans all the lessons for the other teachers in that key stage to deliver themselves.

The curriculum planning for R.E. across the entire academy is available to look at on the school website. This takes the form of the 3i statements: Intent, Implementation and Impact, and the progression documents.

The academy has a R.E. designated link governor who is allocated for R.E. on the board of governors and who liaises with the R.E. subject leader as and when necessary.

### **Contribution of religious education to the teaching of other subjects.**

#### **English**

Religious education contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussions, and in this way promotes the skills of speaking and listening. We also encourage the children to write letters and recount information in R.E. tasks in order to develop their writing ability.

#### **Information and communication technology (ICT)**

We use ICT where appropriate in religious education. The children may be asked to research, select and analyse information using the internet to support the lesson or to create a lesson outcome.

#### **Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we often teach the children about our school values which are Friendship, Determination, Community, Eco-Friendly, Believe and Calm. We also teach the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **Spiritual, moral, social and cultural development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and develop their knowledge and understanding of the cultural context of their own lives.

### **Teaching religious education to children with special needs**

In our school we teach R.E. to all children, whatever their ability. The teaching of R.E. is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties, offering these children the learning support or differentiated outcomes they would expect in other learning situations.

### **Assessment and recording**

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been complete and we comment as necessary. We use this information as a basis for assessing the progress of each child, for reporting to parents within the annual written report and for passing information on to the next teacher at the end of the year.

### **Resources**

We have sufficient resources in our school to be able to teach all our religious education teaching units. There is a set of Bibles for both ends of key stage 2 and another set for key stage 1. Where necessary we borrow religious artefacts and make use of our own resources to enrich teaching in religious education. The school library has a good supply of R.E. topic books and the school has sufficient ICT devices to support the children's individual research. We also have artefacts for each of the major faiths to show the children when we are studying other world faith units of work.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in R.E. is the responsibility of the class teachers alongside the subject co-ordinator.

The subject co-ordinator is responsible for the overall curriculum planning for the academy, including the 3i statements and the progression maps which can be found on the school website. The work of the subject co-ordinator also involves supporting colleagues in the teaching of R.E. being informed about current developments in the subject and, when necessary, providing a strategic lead and direction for the subject in the school including training needs which are delivered during staff meetings or on INSET days. The co-ordinator will also carry out learning walks and a regular work scrutiny, the findings of which are shared with the head teacher and the staff and any actions required are discussed for future training and support.

The school is regularly inspected by SIAMS. (Statutory Inspection of Anglican and Methodist Schools) This includes inspecting the curriculum plans, the teaching, the delivery of collective worship, talking to the head teacher, subject co-ordinator, the designated link governor and the children themselves who, in the past inspections, have shared their R.E. books with the inspectors and talked about their R.E. learning, knowledge and understanding.

The R.E. policy is formally reviewed by the subject co-ordinator every three years and set before the governing body for approval of any changes that are made.

### **Reporting**

The children's progress and attainment is shared with parents through the written annual report sent out at the end of each summer term.

FOUNDATION

AUTUMN	SPRING	SUMMER
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Unit 1: Special me - Who are we?	Unit 2: Special times - Christmas & Hannukah.	Unit 3: Special places - Church building & Synagogue.	Unit 4: Special times - Easter & Passover	Unit 5: Special stories - God/ creation.	Unit 6: Special stories - Jesus.
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### KEY STAGE 1

AUTUMN	SPRING	SUMMER
<b>ROLLING PROGRAMME FIRST YEAR</b>		
Unit 2: What do Christians believe about Jesus? (incarnation) Link with Christmas.	Unit 1: What do Christians believe about God?	Unit 5: What do Jewish people believe about God and the Covenant?
<b>ROLLING PROGRAMME SECOND YEAR</b>		
Unit 6: What do Jewish people believe about Torah?	Unit 4: What do Christians believe about forgiveness? Link with Easter.	Unit 3: What do Christians believe about love? (Agape)

### KEY STAGE 2

AUTUMN	SPRING	SUMMER
<b>ROLLING PROGRAMME FIRST YEAR</b>		
<b>Unit 3:</b> What do Hindu people believe about Dharma, Deity and Atman?	<b>Unit 4:</b> What do Christians believe about Salvation? (Links with Easter)	<b>Unit 6:</b> What do Christians believe about Agape?
<b>Unit 9:</b> What do Hindu people believe about Dharma, Deity and Atman?	<b>Unit 10:</b> What do Christians believe about Salvation? (Links with Easter)	<b>Unit 12:</b> What do Christians believe about Agape?
<b>ROLLING PROGRAMME SECOND YEAR</b>		
<b>Unit 5:</b> What do Christians believe about God & Incarnation? (Links with Christmas)	<b>Unit 1:</b> What do Jewish people believe about God and the Covenant and Torah? (Links with Passover)	<b>Unit 2:</b> What do Muslim people believe about Islam and Iman?
<b>Unit 11:</b> What do Christians believe about God & Incarnation? (Links with Christmas)	<b>Unit 7:</b> What do Jewish people believe about God and the Covenant and Torah? (Links with Passover)	<b>Unit 8:</b> What do Muslim people believe about Islam and Iman?

RED INDICATES LOWER KS2 UNITS

BLUE INDICATES UPPER KS2 UNITS