



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

Religious Education Policy

St. Matthias CE Primary School

Adopted by Governors: Summer 2016

Review date: Summer 2018

Person Responsible: Mrs Kate Cope

1. Overview:

St Matthias C of E Primary School is a Church of England Academy. This policy reflects the schools values and procedures in relation to the teaching and learning of Religious Education. This policy should be used in conjunction with the scheme of work, plans for collective worship and policy for Personal Social Health Education and Citizenship.

At St Matthias C of E Primary School we consciously strive to achieve a positive, caring ethos throughout the school. Religious Education is taught within this context and plays an important part in upholding the Christian character of the school, alongside our daily acts of collective worship, PSHE and cross-curricular studies.

The purpose of RE is captured in the principle aim.

The Principle Aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

(2015 Chapter A1 Agreed Syllabus for Religious Education in Worcestershire)

The RE curriculum ***'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking into account of the teaching and practises of the other principle religions represented in Great Britain'***.

(2015 Chapter B1 Agreed Syllabus for Religious Education in Worcestershire)

Religious Education must be provided for all registered pupils in state funded schools in England, unless withdrawn by their parents.



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2. Aims of Religious Education

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitment clearly in order to explain why they may be important in their own and other people's lives.

(2015 Chapter A2 Agreed Syllabus for Religious Education in Worcestershire)

3. Agreed Syllabus for Religious Education in Worcestershire

All Religious Education at St Matthias C of E Primary School is taught in accordance with the Agreed Syllabus for Religious Education in Worcestershire and this document has informed the development of our schemes of work. The Agreed Syllabus is in keeping with the Diocese of Worcester Religious Education Syllabus.

4. Curriculum Planning

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.



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Religious traditions are to be studied in depth as follows:

Reception

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1

Christians and Jewish people

Key Stage 2

Christians, Muslims, Hindus and Jewish people

5. Time allocation

It is recommended that a minimum of 5% of curriculum time be allocated to Religious Education.

The teaching of Religious Education in class lessons is:

- Foundation Stage: This is the time when pupils will begin to explore religion through stories, special people, times and books. They will begin to reflect on their own feelings and experiences and to use and develop their imagination and appreciation of the world around them. This should add up to 36 hours per year, which is 1 hour per week
- Key Stage 1: 36 hours per year, 1 hour per week
- Key Stage 2: 45 hours per year, 1 ¼ hours per week

As this is a Church of England Primary School, Religious Education may be reinforced during the daily act of Collective Worship.

6. Strands

Religious Education is taught using three Strands:

Believing - Religious beliefs, teaching, sources; questions about meaning, purpose and truth

Expressing - Religious and spiritual forms of expressions; questions about identity and diversity

Living – Religious practices and ways of living; questions about values and commitments

7. Foundation Stage

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and

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reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Strands: Foundation Stage: Discovering the world

Believing

Which stories are special and why?

Which people are special and why?

Expressing

Which places are special and why?

Which times are special and why?

Living

Where do we belong?

What is special about our world and why?

In line with the DfE's 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult and child-initiated activity, provide these opportunities for pupils:

Communication and Language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources
- They talk about how they and others show feelings
- They develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- Children think and talk about issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

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Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

8. Key Stage 1

During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians and Jewish people. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Key Questions

Believing

- 1.1 Who is a Christian and what do they believe?
- 1.3 Who is Jewish and what do they believe?
- 1.4 What can we learn from sacred books? *Christians, and Jewish people*

Expressing

- 1.5 What makes some places sacred? *Christians, and Jewish people*
- 1.6 How and why do we celebrate special and sacred times?

Living

- 1.7 What does it mean to belong to a faith community? *Christians and Jewish people*
- 1.8 How should we care for others and the world, and why does it matter? *Christians and Jewish people*

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.



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C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

9. Key Stage 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Key Questions

Believing

L2.1 What do different people believe about God? *Christians, Hindus and/or Muslims*

U2.1 Why do some people think God exists? *Christians and non-religious (e.g. Humanists)*

L2.2 Why is the Bible so important for Christians today?

L2.3 Why is Jesus inspiring to some people?

U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)

U2.3 What do religions say to us when life gets hard? *Christians, Hindus and non-religious (e.g. Humanists)*

Expressing

L2.4 Why do people pray? *Christians, Hindus and/or Muslims*

U2.4 If God is everywhere, why go to a place of worship? *Christians, Hindus and/or Jewish people*

L2.5 Why are festivals important to religious communities? *Christians, Hindus and/or Muslims and/or Jewish people*

U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?

Christians, Muslims and non-religious (e.g. Humanists)

L2.6 Why do some people think that life is like a journey and what significant experiences mark this? *Christians, Hindus and/or Jewish people and nonreligious responses (e.g. Humanist)*

Living

L2.7 What does it mean to be a Christian in Britain today?

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U2.6 What does it mean to be a Muslim in Britain today?

L2.8 What does it mean to be a Hindu in Britain today?

L2.9 What can we learn from religions about deciding what is right and wrong? *Christians, Jewish people and non-religious responses (e.g. Humanist)*

U2.7 What matters most to Christians and Humanists?

U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? *Christians, Hindus and/or Muslims*

RE should enable pupils to:

A. Know about and understand a range of religions and worldviews.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of

sources of wisdom and to beliefs and teachings that arise from them in different communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

10. Spirituality

Spirituality brings that quality of aliveness which sparks enquiry, reflection and response and seeks to give meaning and purpose to the experiences that we encounter. It opens us to life and to each other; to faith and belief.

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Spiritual Development is show by their:

- Ability to be reflective about their own beliefs, religions or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning and willingness to reflect on their experiences.
- Personal journey of discovery of 'self' and of faith.
- New experiences and challenges
- Ability to explore and respect their own and others beliefs and ideas.
- Understanding of connections of ideas and concepts can be bigger than us.

Spiritual Development in school

- Everyone involved in the life of the school is valued and seen to be valued.
- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly.
- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated
- School seeks to provide a broad curriculum supported by a wide range of events, experiences and activities.

Reflection Areas

Each classroom has a reflection area, which are changed and added to regularly. They are a place where the children can go and ponder, reflect and pray. The areas have a key verse and cross as their focal point and will include other artefacts, pictures and verses to engage the children in thought and prayer.

11. RE and British Values

Values education and moral development are a part of a school's mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas.

Mutual tolerance

Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge



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children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.

Democracy

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The rule of law

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

Individual liberty

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

12. Inclusion and Equal Opportunities:

The curriculum is concerned with the learning and participation of all students. Teaching is planned with this in mind and Teaching Assistants are available to support all students, ensuring good progress is made.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources. CD Roms, the Internet and our whiteboards offer a wealth of materials that can be matched to suit individual or group needs, enabling all pupils to develop their skills and understanding.

13. Roles and Responsibilities:

The Religious Education Coordinator is responsible for

- overseeing the curriculum

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- monitoring the learning and teaching
- ensuring the assessment is relevant and informative
- making purchasing decisions
- ensuring all staff are appropriately trained
- keeping up to date with developments in RE
- observing RE lessons
- monitoring / supporting planning RE
- preparing policy documents
- advising colleagues and helping to develop expertise
- liaising with the Senior Management team
- contributing to staff INSET training

14. Subject Monitoring / Evaluation of Provision:

The Religious Education Co-ordinator is responsible for monitoring and evaluating the curriculum and pupil progress. This is done through; work trawls, planning scrutinies, lesson observations, child interviews, staff discussions, audits of resources and RE mini reviews.

15. Pupil Assessment:

Assessment is an integral part of the learning cycle. In RE we actively involve pupils as partners in the assessment process. This involves discussions with pupils about learning objectives and desired outcomes. We give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next. Assessment complements the learning and teaching progress in RE and contributes to the motivation and self-esteem of pupils. This in turn enhances their understanding and internalisation of some of the values, skills and attitudes at the heart of the RE framework.

Evidence of learning comes from :

- self-assessment (checklist, diary, display or questionnaire)
- peer assessment (observation of role-play, checklist, interviewing each other about participation activities, video or audio tapes)
- whole-group assessment (brainstorms, worksheets, role-play and drama, completing sentence stems such as "I can get help from—"
- teacher assessment (checklists, written records, responses to group work activity)
- joint teacher and pupil assessment (reflection on involvement in school or community activities and ability to work within a group)
- other adult assessment (teaching assistant ; cycling proficiency assessor ; road safety assessor ;

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16. Health and Safety Issues:

Please refer to the school Health and Safety Policy for further information.

17. The role of ICT in this curriculum area:

ICT at St Matthias is a very effective tool for the delivery of all subjects.

In RE we use:

- Digital camera
- Visualiser
- Recording equipment
- Computers
- The internet

18. Management Information:

Important information is given to teaching staff during key stage and whole school staff meetings. Information is given to the teaching assistants in INSET days and a weekly teaching assistant meeting.

19. Liaison:

To ensure consistency and progression in the Religious Education curriculum throughout the school we currently:-

- Meet together regularly in separate phases to discuss current RE issues, look at planning and moderate.
- Discuss RE requirements in whole staff meetings
- Attend training in key stage or whole staff groups
- Pass relevant records of attainment and pieces of RE work up to next class teacher

20. Home / school links:

We see the relationship with parents as very important in supporting their child's learning. We involve the parents in their child's learning by:-

- Providing regular parent's evenings which give them verbal and written information on their child's progress and their targets for the future.
- Providing termly curriculum letters informing the parents on the areas of the curriculum that are being covered.
- Providing an end of year report which outlines progress and attainment.

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