



This policy aims to set out how and why religious education (RE) is taught at Christ Church School. Together with the scheme of work, it aims to ensure continuity and progression in the teaching of high-quality and stimulating Religious Education.

This policy is written with reference throughout to the Church of England Education Office document 'Religious Education in Church Schools: A Statement of Entitlement' (2016).

Our vision at Christ Church School



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our RE teaching and learning contributes to achieving this vision by providing one element of a broad and inclusive curriculum, opportunities for the development of respect for all and for 'disagreeing well' with others' opinions and views and, in particular, opportunities for spiritual development of both children and adults.

Aims of RE teaching at Christ Church School

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage;
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights;
- To contribute to the development of pupils' spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

(RE Statement of Entitlement)

Status of RE at Christ Church School

RE is an important subject at Christ Church and has a core subject status and high profile within our curriculum.

A minimum of 5% (and at times closer to 10%) of our curriculum time is dedicated to RE teaching and learning.

Scheme of work

In line with the Church of England's RE Statement of Entitlement, Christianity is the majority study within our scheme of work and comprises at least two thirds of our teaching and learning.

The Governing Body of Christ Church School, in line with the school's trust deed, has adopted the London Diocesan Boards for Schools (LDBS) RE syllabus, making minor additions and amendments to reflect our context and local need. The LDBS syllabus is based around exploring 'Big Questions'.

There will be a balance of *learning about religion* and *learning from religion*.

See Appendix 1 for overview of scheme of work.

Teaching and Learning

Class teachers will be responsible for teaching the RE curriculum to their classes. Clergy from Christ Church will aid the teaching of RE when appropriate.

A high emphasis will be placed in all RE lessons on discussion, reflection and thinking skills. All children will be encouraged to contribute to class discussions about the 'Big Questions' which form the learning intentions for each unit of work and lesson.

Teachers will ensure that an open, respectful and 'special' working atmosphere is created for RE lessons, where all views are valued and encouraged, where pupils can 'disagree well' with each other, ask their own questions and have time and space to reflect on their own and others' beliefs.

In common with all curriculum areas, a range of teaching methods will be used to engage, motivate, inform and teach. This may include using artefacts, images, drama, music, study of Biblical text, stories and whole class, group and individual work. Technology will be integrated into both the teaching and learning of RE wherever appropriate. Visitors to the school and out of school visits (including to Christ Church, other local churches and other places of worship) are an important part of the teaching and learning. Teaching and learning will also draw on the experience of children and their families and encourage children to reflect on their own ideas.

Teachers, aided by teaching assistants, will record children's oral comments in class 'Big Questions' books, to reflect children's contributions to discussions and response to each other.

Children will also be encouraged to record their learning and ideas in a range of different formats in their own RE books – writing, images, using technology, photographs, diagrams and records of drama and discussions. We use a range of recording because we are mindful that attainment and progress in RE may not mirror that in other subjects. Therefore, we seek to remove barriers which may inhibit a child who is working at the expected level or higher from sharing their valuable knowledge, thinking and discussion.

RE working walls will record the 'Big Questions' being studied in each class, as well as placing the topics in a Biblical timeline, where relevant. RE displays will be used regularly to celebrate and share children's learning within the class and with the wider school community. RE displays in the Church will also share learning with the church community.

There are many cross-curricular links to be made with the RE scheme of work and these will be encouraged and exploited wherever possible. Links will also be made with our school's Christian values, our Rights Respecting Schools work, assemblies and worship and the annual calendar of Christian Festivals and other celebrations. RE homework is set at least once a term.

Assessment

Ongoing assessments will be made by class teachers of children's progress and attainment in RE. These assessments will be made with reference to children's responses recorded in class Big Questions books, teacher's own records of children's oral comments and children's written and other work in their RE books. Teachers adapt their plans according to these ongoing assessments. Children are involved in self assessment of their work wherever possible.

Teachers will summarise children's attainment in RE at the end of each term using the LDBS assessment scheme which measures children's progress towards key questions for each year group. This assessment data is discussed in termly pupil progress meetings with the head teacher. See appendix 2 for LDBS key assessment questions for each year group.

Teachers report to parents on children's progress towards these key questions in annual reports.

At Christ Church School we recognise that achievement in RE should equal or be better than comparable subjects. We want all children to develop high levels of religious literacy as well as deep understanding of Christianity and other religions and world views.

Professional development

Teachers will be offered appropriate training for the teaching of RE, including from school staff, clergy and external organisations, including the London Diocesan Board for Schools.

The RE subject leader plays an active role in the LDBS RE leaders' network and the school works with other local schools to share good practice, moderate assessments and develop resources.

In line with its status as a core subject, appropriate time and resources will be allocated to professional development in RE.

Christ Church shares its practice in RE teaching and learning with trainee teachers participating in the LDBS SCITT course, Teaching London, through training days held at Christ Church.

Equal Opportunities and Inclusion

At Christ Church School we aim to provide a broad, balanced and enriched curriculum to all pupils, regardless of their gender, ethnic, social or religious background. All children, of different faiths and no faith, will have equal access to the RE curriculum and be encouraged to participate fully in lessons. All pupils will be given equal access to the RE curriculum, through effective differentiation and resourcing.

Parents have the right to withdraw their child from the RE curriculum. Parents are strongly encouraged to discuss any concerns with the Head teacher in the first instance. In the event that a parent makes a request to withdraw their child from RE teaching, the school follows the relevant guidance offered by the LDBS.

Monitoring

The RE subject leader has the initial responsibility for monitoring teaching and learning in RE, through observations in lessons, learning walks, work scrutiny and discussions with pupils, and will report to head teacher.

The governor with responsibility for RE alongside the Governors Teaching, Learning and Standards committee will provide support to the RE subject leader and have an oversight of monitoring outcomes and the RE subject leader's development plan. They will provide feedback to the full Governing Body.

A SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection takes place every five years, and includes inspection and reporting on the effectiveness of Religious Education in the school.

Review

This policy will be reviewed at least every three years, by the RE subject leader, the head teacher and the Governing Body to ensure it is a reflection of current best practice.

The full Governing Body has the responsibility to agree the RE scheme of work and any changes to this scheme.

RE subject leader
March 2020

Appendix 1 – Overview of scheme of work

RE Overview – with core concepts in green italics

	<u>Autumn</u>	<u>Christmas – Theological concept: Incarnation</u>	<u>Spring</u>	<u>Easter - Salvation</u>	<u>Summer</u>
<u>Reception</u>	Who made the wonderful world and why? <i>Creation</i>	Why is Christmas Special for Christians? <i>Incarnation</i>	World Faiths - Christianity What makes a place special? – Our Church (and other churches) <i>Belonging/Commitment</i>	What is so special about Easter? <i>Salvation</i>	Why do Christians believe Jesus is special? <i>Incarnation</i> How did Jesus rescue people? <i>Salvation</i>
<u>Year 1</u>	Why do Christians make and keep promises before God? <i>Belonging/Commitment</i>	Nativity characters: Which character are you and why? Why are you important? <i>Incarnation</i>	<u>World Faiths – Judaism</u> What is it like to live as a Jew? Why are they having a Jewish party?	Why is Easter the most important festival for Christians? <i>Salvation</i>	What responsibility has God given people for taking care of creation? <i>Creation</i> What is the story of Noah really about? <i>God's People</i>
<u>Year 2</u>	Why is it good to listen to and remember the stories Jesus told? <i>Gospel</i>	Where is the light of Christmas? <i>Incarnation</i>	<u>World Faiths – Buddhism</u> What is Buddhism? What does it mean to be a Buddhist?	How do Easter symbols help us to understand the meaning of Easter for Christians? <i>Salvation</i>	Why did Jesus teach the Lord's Prayer as the way to pray? <i>Gospel</i> Why are Saints important to Christians?
<u>Year 3</u>	How did belief in God affect the actions of people in the Old Testament? <i>God's People</i> Why is remembrance important? – 2wk	How did Advent and Epiphany show us what Christmas is really about? <i>Incarnation</i>	<u>World Faiths – Islam</u> What does it mean to be a Muslim? What is the best way for a Muslim to show commitment to God?	Who is the most important person in the Easter story? <i>Salvation</i>	Why do some people think Jesus is inspirational? <i>Gospel</i> The Contemporary Anglican Church <i>Kingdom of God</i>

Year 4	<p>Who is Jesus? <i>Incarnation/Gospel</i></p> <p>What are the beatitudes and what do they mean to Christians? – 2wk</p>	<p>What do Christians mean by peace at Christmas?</p> <p><i>Incarnation</i></p>	<p><u>World Faiths – Hinduism</u> What is the importance of symbols, beliefs and teaching in Hinduism?</p> <p>What does it mean to be a Hindu?</p>	<p>How does Holy Communion build a Christian community?</p> <p><i>Salvation</i></p>	<p>Why is liturgy important to many Christians?</p> <p>How do Christians believe following Jesus' New Commandment and his 2 greatest commandments make a difference? – 2wks (add another week at the start for a review of the 10 commandments)</p> <p><i>Gospel (New Commandments)</i> <i>People of God (10 commandments)</i></p>
Year 5	<p>What do the miracles of Jesus teach? <i>Gospel</i></p> <p>What can we learn from wisdom? – 2wks</p>	<p>How do art and music convey Christmas?</p> <p><i>Incarnation</i></p>	<p><u>World Faiths – Sikhism</u> What do Sikhs believe?</p> <p>What does it mean to be a Sikh?</p>	<p>What happens in churches during lent and Easter?</p> <p><i>Salvation</i></p>	<p>How has the Christian message survived for over 2000 year? <i>Kingdom of God</i></p> <p>Should every Christian go on a pilgrimage? – 2wks</p>
Year 6	<p>What is the Bible's big story and what does it reveal about having faith in God?</p> <p>Do fame and Christian faith go together? – 2wks</p>	<p>How would Christians advertise Christmas to show what Christmas means today?</p> <p><i>Incarnation</i></p>	<p>World Faiths – Judaism and comparative study</p> <p>What does it mean to be a Jew?</p> <p>Comparative study of world faiths</p>	<p>How does the Christian festival of Easter offer hope?</p> <p><i>Salvation</i></p>	<p>How do people express their ideas about God?</p> <p>Who decides? Version B</p>

Appendix 2 – Key assessment questions/areas for each year group

Area of Enquiry	Key Questions	Expected Standard by the end of each year						
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs, Teachings, Sources of Wisdom & Authority	How do religions and philosophies understand and develop beliefs and teaching within their traditions?	Talk about a religious story.	Retell a religious (eg Christian, Hindu etc) story and talk about it.	Retell a religious story and suggest meanings to some religious and moral stories.	Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.	Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.
Ways of Living	How do people keep in touch with their faith/philosophy?	Talk about some belonging ceremonies (eg Christening).	Recall and name different beliefs and practices, including festival, worship rituals and ways of life.	Ask and respond to questions about why religious communities do different things.	Describe and begin to make links between some of the things that are the same and different for religious people.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.	Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.
Ways of Expressing Meaning	How do people communicate their beliefs and values to others?	Talk about a religious symbol (eg star at Christmas).	Recognise religious art, symbols and words and talk about them.	Recognise that religious symbols, words and actions express a community way of living.	Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.	Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.	Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.	Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.
Questions of Identity, Diversity and Belonging	What do people say about human nature?	Talk about their family.	Begin to ask questions about the faith communities in their school.	Notice and respond sensitively to some similarities between different religious and worldviews.	Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.	Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.	Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.	Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.

Questions of Meaning, Purpose and Truth	How do people tackle the big questions of life?		Say how they feel when they are happy or sad.	Think about the special things that happen to them and others.	Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.	Ask important questions about life and compare their ideas with those of other people.	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.	Represent the views of others about meaning, purpose and truth.	Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.
Questions of Values and Commitments	What is the best possible use of life?		Say why their family is important to them.	Think about what is important to them and to other people.	Begin to express their ideas and opinions and to recognise there could be more than one answer.	Link things that are important to them and other people with the way they think and behave.	Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.	Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas.