

**Cheddon Fitzpaine Church School**  
**RE POLICY**

## **SCHOOL ETHOS**

As a Church school, we aim to work with parents, pupils, staff, governors and the Church to provide a safe environment in which each child is valued as an individual made in the image of God, and in which the child can find security, acceptance, reassurance and an opportunity to develop their potential. We aim to create a caring and happy community in which Christian values are upheld.

## **VISION STATEMENT**

Building on the School's Christian Foundation, we recognise that the 'children are our future – what they experience here today they take into tomorrow'... let that be: hope, knowledge and understanding, confidence, self-respect, positive relationships and a zest for living. Displaying our golden values of kindness to others, enthusiasm, forgiveness, honesty and courage to all that we meet.

### **Introduction**

As a Church school we believe religion is at the heart of the curriculum and permeates all aspects of school life. It has a unique contribution to make towards the spiritual, moral, social and cultural education of each pupil. Our aim is to build our school and our curriculum on Christian principles and practices; promoting moral and social responsibility, a concern for the environment and a respect for other faiths and cultures. A fundamental part of that is delivery of high quality, explicit RE teaching.

Cheddon Fitzpaine School is a Bath and Wells Academy School and as such we foster strong links with the local community in working together to provide rich learning opportunities for our pupils. The ethos of our school provides a welcoming, secure and stimulating environment and is reflected in a religious education programme that is inclusive and relevant to the spiritual, moral, social and cultural development of all our pupils.

RE at our school is based on the Somerset Agreed Syllabus, 'Awareness, Mystery and Values' (AMV)

As outlined in our school prospectus, parents have a legal right to withdraw their children from religious education, though we hope that any who may wish to do so will contact the school to discuss any matters of concern before making such a decision.

## Aims

In RE at our school we aim to enable pupils to:

learn *about* religion i.e. understand what religious people believe and do, and how they express themselves (Attainment Target 1) by:

- developing a knowledge and understanding of religious beliefs and teachings;
- developing a knowledge and understanding of religious practices and lifestyles;
- explaining meanings within religious language, story and symbolism.

learn *from* religion i.e. make sense of who we are, of life, and of right and wrong (Attainment Target 2) by:

- reflecting on aspects of human nature, identity, personality and experience especially in the light of one's own beliefs and experiences;
- identifying and responding to questions about the nature, meaning and purpose of life;
- giving informed and considered responses to religious and moral issues.

Learning *from* religion is concerned with developing pupils' capacity to respond thoughtfully to and evaluate what they learn *about* religion.

The AMV scheme of work is carefully planned to ensure balance between these two areas of the subject and encourages respect for religious commitment and for those holding different beliefs.

## Objectives

- To stimulate the imagination of the child in order to foster in them a sense of awe, wonder and reverence for creation through a variety of teaching strategies;
- To encourage in the children spiritual and moral values such as love, respect, tolerance and forgiveness;
- To promote familiarity with and understanding of the Bible, with particular emphasis on the sovereignty of God, the life and teachings of Jesus and the work of the Holy Spirit;
- To share different aspects of the Christian faith, including prayer, worship, symbolism and celebration with examples drawn from men and women of faith;
- To develop an awareness of and respect for other religions and faiths as well as explore other moral codes.

## **Planning and Teaching**

The school has chosen to follow the RE scheme recommended by Somerset Sacre - Awareness, Mystery and Values (AMV) – as this scheme offers a balance between content, concepts, skills and attitudes in RE with progression in learning from Foundation Stage to Year 6.

A cross curricular approach is encouraged, where appropriate and a long term plan in RE provides an overview of when the syllabus units of study are to be covered throughout the school. It also determines the general theme for each unit of study and the focus religion(s). At key stage 1 we focus on Christianity with some Hinduism and Judaism, and at key stage 2 we focus on Christianity with some Hinduism, Islam, Judaism and Buddhism.

We aim to use a variety of teaching and learning methods to engage and challenge pupils of all abilities and to meet the various learning styles of the children, including - story telling, drama and role play, music, singing, raps, art, visits and local walks, discussion and circle time, prayer times and times for quiet reflection, learning texts from the Bible, questioning, human resources, slides and videos, writing about feelings, investigating and interpreting, ICT, etc.

Links are made, when appropriate, with assemblies, local and national events, anniversaries or celebrations.

## **The Foundation Stage**

Our long-term planning for the subject includes our reception class in the coverage of units of study from the Somerset Agreed Syllabus for RE. These units of study are planned to integrate with the foundation curriculum and the way that it is developed throughout this reception year. RE makes a significant contribution to children's knowledge and understanding of the world and their personal and social and spiritual development. RE in the foundation stage provides opportunities for children to investigate their feelings and relationships and to explore and wonder at the world around them. There are opportunities for them to think about how the choices they make and the things they do affect themselves and others. Stories, pictures, DVDs and artifacts help to provide insights into the beliefs, practices and lifestyles of different people.

## **Teaching Religious Education to pupils with special needs**

All pupils have an entitlement to high quality RE, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education for all pupils. We aim to provide learning opportunities that are matched to the needs of specific groups of pupils. Learning takes into account the targets set for individual pupils in their individual education plans (IEPs). Teachers support learning by selecting and developing practical, interactive and visual strategies and materials.

### **Monitoring and review**

Monitoring of the standards of pupils' work and of the quality of teaching in RE is the responsibility of the headteacher along with the RE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader develops a yearly action plan for this subject, clearly indicating the areas for future development. These areas are identified through monitoring of teaching and learning and scrutiny of pupils' work and whole school identification of need. The governor with responsibility for RE meets with the subject leader once a year to discuss progress and to watch a lesson as part of the monitoring functions of the Governing Body.

### **Assessment and recording**

The assessments that teachers make as part of every RE lesson help them to adjust their weekly plans. Teachers match these short-term assessments closely to the teaching objectives. Teachers concentrate on being aware of who has not reached the objective and who has far exceeded the objective. They note achievement and progress by assessing the pupils' work against the learning objectives for their lessons. In RE we use the AMV 'Standards' and 'Can do statements' to inform planning and assessment. (These relate to the 'Attainment Targets and Level Descriptions' as contained in the AMV agreed syllabus). We use these descriptions to guide us in making annual reports to parents.

Assessment is made against the two attainment targets for RE, learning about (AT1) and learning from religion (AT2), with reference to the medium and short term learning intentions. Assessment should be formative and summative and may be through discussion, photographs, observation plenaries, drawing and written work, dependant on age and ability. In addition, the Foundation stage class record progress in each individual child's learning journal and other classes keep individual books.

### **School and Classroom Environment**

Each class maintains a corner for spiritual reflection and prayer comprising a prayer box, Bible, cross and the Lord's Prayer.

### **Time allocation**

RE lessons contribute to the spiritual development of pupils, an essential part of the education provided by Cheddon Fitzpaine as a church school. In Reception and key stage 1 three quarters of an hour a week is allocated to the teaching of the AMV scheme and in key stage 2 children receive one hour of explicit RE a week. Additionally there are visits to places of worship, both locally and further afield, and visitors from different faith groups are invited to the school to talk to the children about their faith and experiences.

## **Equal Opportunities**

Our teaching and assemblies reflect our Christian principles and focus on the school's values as stated in our Mission Statement. In addition, we aim to give children a broader view of religion, for example by exploring other faith traditions and through visitors to school and assemblies.

## **Resources**

The teacher's resource area contains a variety of resources and artifacts stored in labelled boxes for Christianity, Judaism, Sikhism, Hinduism, Buddhism and Islam.

A set of Good News Bibles and other Bibles are stored centrally in the library and each class have a Bible suitable for a range of abilities.

The RE resource shelves in the staffroom contain materials for use in assemblies and classes alongside useful books and publications.

Other resources may be borrowed from the Museum Service, Sacre (resource boxes), Library Service and the Diocesan Resources Centre.

We make the most of the valuable resources offered in the local community, forging close links with our local church and village, inviting visitors into school, taking part in village events, and contributing to the village newsletter. Pupils visit places of worship such as St. Mary's Church, Exeter Mosque, Wells and Exeter Cathedrals, to support their learning and visitors are invited to talk to classes or the whole school when appropriate.

## **Reference – other policies**

Missions and Aims; Teaching and Learning Policy; Display Policy; Behaviour; Monitoring

**Reviewed Spring 2015**