

Davenham Church of England Primary School

**"Working Together, Playing Together, Serving God and Serving Others"**

*"...encourage one another and build each other up..."*

1 Thessalonians 5:11.

## **POLICY FOR RELIGIOUS EDUCATION (RE)**

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.'

*A Statement of Entitlement 2019*

**Our curriculum design encourages...**

**Our children to work collaboratively – to talk, to listen, to work and to play together in a variety of ways.**

**Our adults to recognise individual strengths and to support and encourage future growth by planning inspiring lessons and experiences in a variety of ways, so that long term memory is altered.**

**As a result...**

**Every child flourishes and thrives in a Christian community where they feel safe to take risks and to learn from their mistakes because we encourage one another and build one another up.**

## **INTENT**

**At Davenham, our curriculum has the following intents:**

- It is underpinned by six core Christian Values - friendship, thankfulness, trust, forgiveness, compassion and koinonia.
- It builds upon and deepens children's knowledge with the aim of providing them with real life skills, enabling them to move into the world as confident, independent and considerate individuals.
- It provides knowledge in all subjects that builds sequentially through their time at primary school.
- It reflects our locality, the needs of our community and our links with the local church and diocese.

*It is our intent at Davenham to equip our children with the skills, knowledge and understanding necessary to become considerate and empathetic members of society.*

*Through RE, we intend to equip each child with the ability to question and reason, supporting them to develop their own value system, to make responsible, reasoned decisions on spiritual and moral matters, and to adopt a sensitive, tolerant view of beliefs which may differ from their own.*

*RE contributes to the outworking of our Christian vision and associated values by allowing pupils to explore big questions together in a safe and supportive environment. Units have been organised to link to our half termly Christian values where applicable.*

*As a Church school, we aim to develop a link with our local church and diocese which further develops children's understanding of our local community.*

## **IMPLEMENTATION**

**Our curriculum will endeavour to implement the following:**

- To deliver exciting, inspiring and memorable experiences so that children retain lifelong knowledge and skills.
- To support individuals, ensuring every child is challenged and supported appropriately in a happy and safe learning environment.
- To be thematic, so that children can understand links between subjects, ideas, skills and knowledge.
- To use visits, visitors and “Theme Days” to offer a hands-on approach to learning.

*RE at Davenham is taught from a two-year sequential and thematic rolling programme of units, so that children can achieve depth and balance in their learning.*

*A ‘key question’ is used as the driver for each unit of study.*

*Teachers have identified ‘essential knowledge’ for each topic and consideration has been given to ensure sequential learning and progression across topics throughout year groups and across the school.*

*Consideration is given to challenge pupils as well as how children will be supported where necessary.*

*Children record their work in an RE book or a class floor book.*

*The local area, and in particular, links with our church and community, visitors and visits to places of worship are used to enhance the teaching of RE throughout school.*

*Enrichment Days help further develop children’s curiosity and understanding of key festivals, for example Diwali Day.*

## **IMPACT**

**Our curriculum aims to have the following impact:**

- To create resilient and independent learners who are knowledgeable and aware of their own strengths and areas for development.
- To develop well-rounded individuals who show respect for themselves and for others around them.
- To excite children and promote a love of learning which values each individual and equally recognises all achievements, including academic, artistic, musical, personal and sporting.

*At Davenham, we seek to ensure that all children in our school develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.*

*Regular Christian worship, celebrations of work along with RE displays help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.*

## **LEGAL REQUIREMENTS**

RE at Davenham is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body have adopted the Questful RE Planning Syllabus. This is supplemented by material from Understanding Christianity and Chester Diocesan planning units.

This fulfils all legal requirements and meets the RE Statement of Entitlement which states that:

- *In Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.*
- *Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1 and 2.*

## **WITHDRAWAL FROM RE**

Parents / carers have a legal right to withdraw their child from RE. We would ask any parent / carer considering this to contact the headteacher to discuss their concerns.

## **TEACHING AND LEARNING**

Our curriculum has been sequenced in a way that supports and enables progress and deeper understanding. There are opportunities for pupils to explore texts, beliefs, rituals and practices across a range of world religions.

We use an enquiry-based approach to encourage children to ask and answer questions about Christianity and other world religions. We support children to enquire, analyse, interpret, evaluate and reflect. Children are encouraged to consider their relationships with themselves, with others, with the world around them and where appropriate, with God. Children learn about different viewpoints\*, including non-religious viewpoints. They are encouraged to develop their own personal viewpoint.

*\*A viewpoint refers to a person's way of understanding, experiencing, and responding to the world.*

*Statement of Entitlement 2019*

Pupils engage in a wide range of activities which include written work, discussion, debate and creative activities such as artwork or music.

## THE THREE TYPES OF KNOWLEDGE IN RE

<b>Substantive</b>	<b>Disciplinary</b>	<b>Personal</b>
Subject content which is clearly organised throughout the curriculum.	The 'ways of knowing' – how pupils engage with the subject content.	Pupils becoming more aware of their own worldviews.

## THE WAYS OF KNOWING IN RE MULTI-DISCIPLINARY APPROACH

When teaching RE, we use a multi-disciplinary lens approach. This refers to the different academic disciplines of theology, philosophy and human sciences.

<b>Theology</b>	The study of the things that people BELIEVE	Exploring where beliefs come from and how they have changed over time.
<b>Philosophy</b>	What people KNOW and how they know it.	Asking questions about how people think or reason about the world around them. How we know what is true or real.
<b>Human Sciences</b>	The ways in which people LIVE their lives.	Asking questions about how people live and why they live the ways they do.

## PLANNING

Our curriculum planning is based on a two-year, thematic and sequential rolling programme. These link where possible to our six Christian values\*. We use the Questful RE Planning Syllabus. This is supplemented by material from Understanding Christianity and other resources where applicable. Planning is achieved collaboratively with individual class teachers adapting their plans to suit the needs of their class.

We use a 2 year rolling programme as we have mixed age classes in Year 1 to Year 6.

The next table shows the units covered in the 2-year cycle.

Year A = even years 2024 – 2025 etc

Year B = odd years 2025 – 2026 etc.

\*Units in EYFS are the same in Years A and B.

## CONCEPTS COVERED IN 2 YEAR CYCLE

Key Stage Phase	Autumn 1 Friendship*	Autumn 2 Thankfulness*	Spring 1 Trust*	Spring 2 Forgiveness *	Summer 1 Compassion *	Summer 2 Koinonia *
EYFS (Year A&B)	I am special  Friendship	Special Times  Christmas	Special People	Easter	Stories Jesus Told  Stories Jesus Heard	Special Places
KS1 (Year A)	Jesus	Christmas	Judaism	Easter	The Church and Holy Buildings	
KS1 (Year B)	Cross-Religious Unit	Christmas	Jesus	Easter	Creation	Judaism
LKS2 (Year A)	Rules	Christmas	Hinduism	Easter	Places of Worship	
LKS2 (Year B)	Hinduism (places of worship)	Christmas	Called by God	Easter	Jesus	Hinduism (beliefs)
UKS2 (Year A)	Islam	Advent	People of Faith	The Eucharist	Life as a Journey	
UKS2 (Year B)	Islam (beliefs)	Christmas	Loss, Death and Christian Hope	Easter	Islam (pilgrimage)	God  Creation

### EYFS

In addition to the Questful RE Syllabus and Chester Diocese guidelines, EYFS uses the Early Years Foundation Stage Framework to plan for RE through the three prime areas, namely communication and language, physical development and personal, social and emotional development and four specific areas of learning, namely literacy, mathematics, understanding of the world and expressive arts and design. All areas are delivered through a balance of adult led and child-initiated activities. Little recording is undertaken at this stage but there may be photographic evidence of children's work or notes made by the teacher.

Children are given opportunities to talk about past and present events in their own lives and those of their family. They learn that other children don't always enjoy the same things and are encouraged to be sensitive to this. They learn about similarities and differences between themselves and others, and among families, communities and traditions.

By incorporating all the areas, specific and prime areas of learning means that we do not look at anything in isolation but consider Christian values throughout all our activities and discussions.

### RELIGION AND WORLDVIEWS

Pupils are supported to systematically build disciplinary and personal knowledge by focusing on fewer religions and worldviews. Teaching focuses on the lived reality of **people** who follow that religious or non-religious viewpoint.

Stereotypes and generalisations are avoided. This supports children to understand that different people may hold different viewpoints or follow different traditions even though they belong to the same religion.

### **KEY STAGE ONE (KS1)**

Children acquire and apply knowledge and understanding of Christianity and Judaism in KS1. As well as learning about religions, children also develop their ability to respond to what they have learnt. They are encouraged to develop their own personal viewpoint.

### **KEY STAGE TWO (KS2)**

In KS2, children learn about Christianity, Islam, and Hinduism and how these religions influence individuals, communities, society and the world. Pupils also learn about non-religious viewpoints, including Humanism. As well as learning about religions, children also develop their ability to respond to what they have learnt. They are encouraged to develop their own personal viewpoint.

### **DIWALI DAY**

Each year, we hold a Diwali Day. Pupils explore this festival in a progressive way across the whole school. They compare and contrast this festival to the way Christians celebrate Christmas. They explore the way light is used across many world religions as an important symbol. This is also linked to our Christian vision of being 'people of the day, people of the light.'

### **A variety of strategies are employed in teaching RE throughout school:**

- Using the Bible as a resource.
- Providing opportunities for hearing and reading stories from some of the principal religions.
- Introducing children to some of the ways in which people mark important events through festivals and celebrations.
- Exploring some important aspects of religion through artefacts.
- Visiting places of religious significance, e.g., St. Wilfrid's Church and other places of worship.
- Visitors to school representing Christianity and different world religions and viewpoints.
- Using resources further afield (e.g., Manchester, Liverpool) to visit places of worship and visit museums.
- Looking at the lives of contemporary significant religious people.
- Providing opportunities for personal reflection and the development of personal viewpoints and values.
- Introducing children to some of the ways in which religious belief is expressed, e.g., in literature, art, music, architecture.

### **ASSESSMENT, MARKING AND ADAPTATION**

We assess the children's work in RE against key questions at the end of a unit and by making both informal and formal judgements as we observe the children during lessons. Each half term, the children complete an 'end of unit' Questful RE assessment task in response to a 'big question'.

Work may be adapted. Due to the nature of the subject work may also be discussion based. Next steps should be planned for by the teacher and through discussion with the individual child.

Children's work is marked according to the school marking policy with a focus on next steps for development. In terms of spelling corrections, the focus should be on religious words.

Where appropriate, children should be provided with feedback which celebrates their achievements (Tickled Pink) and allows them to focus on the next steps in their learning (Green for Growth).

Feedback to parents/ carers is undertaken through termly meetings and through the annual school written report.

### **SPECIAL EDUCATIONAL NEEDS**

Children with Special Education Needs participate fully within the classroom. They are also given extra support provided by the SENCO or by the teaching assistants.

They include: -

- 'Quality First' teaching in the classroom.
- children with difficulties in learning to read, write and spell, are given extra learning experiences with an adult.
- the undertaking of Makaton training by several staff.

Children for whom English is a second language will be catered for appropriately.

Children who have a particular flair for or deeper understanding of RE are extended using a wide variety of materials and projects to encourage deeper learning of their curriculum.

### **RESOURCES**

RE resources are stored centrally.

The library and classroom book baskets all contain a supply of RE topic books, prayer books and bibles to support children's individual research.

All classrooms have a Prayer Space / Reflective Area with an RE display.

Year 6 children are presented with a Prayer Book as a leaving gift.

### **VISTS TO PLACES OF WORSHIP AND VISITORS**

Visits to places of worship are planned to enhance teaching and learning. Where this is not possible, visitors may come into school. Alternatively, video links may be used to provide 'virtual' visits or interviews with people of faith.

### **THE SUBJECT LEADER**

The subject leader takes the lead in policy development and the introduction of schemes of work designed to ensure progression and continuity in RE throughout the school.

The subject leader takes responsibility for the purchase and organisation of resources.

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues in the planning



and teaching of RE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

## **CONTINUOUS PROFESSION DEVELOPMENT (CPD)**

*The Statement of Entitlement states that:*

*'Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism.'*

As such, continuous professional development takes high priority. This may be delivered in-house or supported by experts, including training from Chester Diocese. The school is part of the Family of Schools and as such accesses regular support from the Diocesan Advisor.

Subject leaders are encouraged to develop their own subject knowledge through continuous professional development and to cascade this information to other staff and governors.

Staff meetings are held to discuss the RE curriculum and ensure consistency of long-term, medium-term and short-term plans.

## **PARENTS AS PARTNERS**

Each term, parents / carers are provided with a 'Topic Map' which outlines units of study for that term.

## **EQUAL OPPORTUNITIES**

Within RE, the curriculum is designed and monitored to give maximum opportunities to all children in school and to have regard for the progress and attainment of each individual child at any given time. The RE curriculum is accessible to all children. All children are encouraged to take part in all activities. The school strives to ensure that the culture and ethos of the school is one in which everyone is equally valued and treats one another with respect. This school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated equally and with respect.



### **EQUALITY STATEMENT**

*Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.*

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POLICY FOR RE

<b>Effective Date</b>	<b>February 2025</b>	
<b>Review</b>	<b>Every 2 years</b>	
<b>Person Responsible</b>	<b>Joanne Hyslop</b>	
<b>Signed Headteacher</b>	<b>Signed Chair of Governors</b>	<b>Date Ratified</b>
 <b>Joanne Hyslop</b>	 <b>Martin Mewies</b>	<b>February 2025</b>

