Through wisdom, compassion and endurance, we endeavour to make the best decisions for our children

RE POLICY

Date: May 2018
Review: May 2019

Whaddon Church of England School

Compassion Wisdom Endurance

At Whaddon Church of England School, we…

- Are a Christian community where everyone can grow in Christian faith and develop an understanding and tolerance of others
- Promote the holistic development of each person and provide the best education for every pupil within a supportive environment.
- Foster each child's identity as a citizen of the world.
- Equip children with the skills to develop independent thinking and learning.
- Establish an environment where children have the freedom and confidence to take risks and make mistakes and which will clearly reflect the Christian values of our foundation.
- Develop personal responsibilities and life skills.
- Enable our children to demonstrate respect for one another and the environment, valuing difference.
- Provide children with a broad educational experience which incorporates the National Curriculum, at the appropriate level for each child, and fully embraces outdoor learning, physical education, the arts, music

Our Values

WISDOM ENDURANCE COMPASSION are our school Christian Values which guide our children's behaviour and our own:

The Wisdom to learn from our experiences and then to use this knowledge wisely to develop good relationships with others

Compassion to understand the way our actions affect our classmates so we strive to ensure we create happy and friendly feelings through these actions

Endurance to create not only positive learning behaviour but also loyalty and the drive to keep trying to be the best person we can possibly be.

Expectations

Everyone will…

Feel safe

Be able to work hard

Be proud of our individuality

Support each other

Achieve

Introduction

Religious Education at Whaddon Church of England School provides our pupils with opportunities to study religions and relationships. The children gain understanding and awareness of Christianity as the predominant religion in Great Britain. The children are enabled to better understand and respect the experiences, attitudes, beliefs and practices of other principal religions represented in this country. Pupils are encouraged to develop a reflective approach to life and a sense of wonderment and awe at the natural world. The children develop investigative and research skills, linked to other areas of the curriculum, which they are encouraged to use to form reasoned judgements about religious issues.

The law states "The Curriculum for every maintained school shall comprise of a basic curriculum which includes religious education for all registered pupils at school." (Education Reform Act 1988) Although RE is statutory, it justifies its place in the curriculum as it gives opportunities:

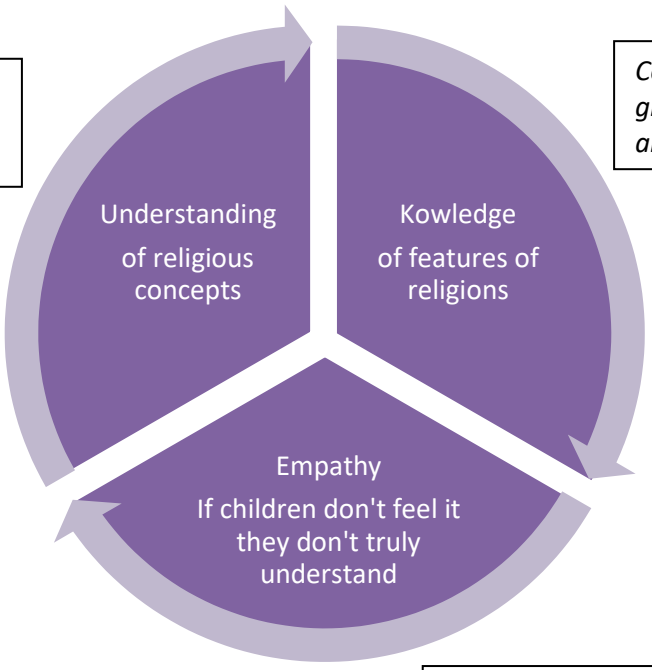
- to explore a major and distinctive dimension of human experience, the meaning and purpose of life
- to consider the search for meaning and value in a wondrous but also often confusing and sometimes threatening world
- to offer pupils the chance to raise and reflect on perennial questions about life

Religious Education is an entitlement for all pupils regardless of their ability or their own particular religious or other beliefs. At Whaddon, Religious Education is delivered in line with the Bucks SACRE revised Agreed Syllabus (BSAS) 2016-2021 which is entitled 'Challenging RE' (*SACRE- Standing Advisory Council for Religious Education*)

Our Principles of RE teaching and learning

As a Church school, we don't just see RE as a session for imparting knowledge, it is a specific area of the curriculum where our values and the school ethos 'come alive' in the classroom and shine through our daily school life.
We have taken great care to develop a planning, teaching & learning, assessment model that ensures personalised learning that allows the children to think, question, work collaboratively and creatively, use empathy to really understand difficult concepts such as 'faith without proof' and 'the importance of identity'.

Exploring to seek deeper understanding of a religious concept & child's own beliefs



Continually developing the child's growing knowledge of Christianity and other religions

Identifying emotions involved in the concept and planning experiences that enables the child to experience the emotion and reach empathy

Our RE Teaching and Learning Model

The Beautiful Question

We establish an environment in which as a class, we come together to create 'our beautiful question.' Questioning is an essential part of learning. To develop the children's questioning skills, we present them with a provocative statement such as "*Hindu children should never be allowed to make their own choices*!" The children discuss and debate, refining their thoughts and deepening their understanding of the statement. Then, without talking to anyone, they write a question about the statement. When all the questions have been written, the children read them and choose the question they feel is the best (the most beautiful). The top 3 are then placed on the RE display and are used to guide the unit of work. We strive to create an atmosphere in which children understand how our questions began and where they are leading. This means that they are engaged in their learning, take enjoyment in developing their thoughts further and really challenge their initial ideas. The debate, discussion and the children's questions enable the teacher to find the baseline for each child around that specific aspect of learning.

Creative Exploration

RE lessons take place each fortnight for a whole afternoon. This enables the children to become really immersed in their learning for a quality period of time.
The teacher uses the baseline to identify what (knowledge, understanding & empathy) each child needs to learn. The teacher then plans activities and experiences for the children to gain this learning, taking into account the childrens' interests and ideas. The teacher makes good use of the creative curriculum and outdoor experiences. The learning often results in a finished product the children take pride in such as a piece of artwork, poetry or drama.

Provoking feelings

Children attend Whaddon School from Foundation Stage until the end of year 2 (although a few children may remain for a further year and leave at the end of year 3). At this young age, truly understanding feelings and emotions is something that needs to be actually experienced by the children. For example, feelings and emotions associated with belonging was achieved through a letter from a headteacher from a nearby school explaining our school must wear the same uniform as them and have the same logo and school values. This provoked feeling of outrage and protectiveness from the children which could then be explored in terms of religious belief during the subsequent sessions.

Recording the Journey

We have made a conscious decision not to demand lots of written evidence in RE. We realise this hinders the deep and thoughtful learning at this stage of the childrens' development and is not necessary. Instead, teaching staff make good use of photographs, video and observations to record the learning that takes place. This is collated into a scrap book and annotated so the children can look back and reflect on their learning whenever they wish to

Assessment for Learning

The series of sessions will begin with a Cold Task and end with a Hot Task which will evidence the learning that has occurred. This, alongside teacher observation and recorded work allows the teacher to grade children's attainment using the ODBE Living Faith Levels.
This information is used to inform the next unit of work and determine the childrens' starting point.
Feedback and marking is given in accordance with the school's feedback and marking policy April 2017.

The Early Years Foundation Stage

The Early Learning Goals promote children's social and moral development.

PSED – Making relationships	
ELG	ELG+
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.
PSED – Managing feelings and behaviour	
ELG	ELG+
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.
UTW – People & Communities	
ELG	ELG+
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
UTW – The World	
ELG	ELG+
Children realise similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in.
EAD – Being Imaginative	
ELG	
Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	

The Foundation Stage children are also involved in all major Christian celebrations undertaken by the school throughout the year, and in whole school learning about key religious festivals.

Religious Learning

Learning in Foundation Stage is mainly child led and continuous. This creates many opportunities to discuss with the children, their understanding and experience of religion and religious concepts and the child's own beliefs. At such an early age, learning is most effective if it links to what is going on in the child's own life. Staff are skilled in identifying opportunities for religious learning. They identify where there are gaps in understanding concepts such as 'Baptism' and planning experiences for the children to take part in to enable them to reach deeper understanding.

Assessment of and for Learning

Using Tapestry, an online assessment tool, teaching staff record observations of the childrens' learning. Videos and photographs are uploaded onto Tapestry, alongside a written description. The appropriate level descriptor is selected and the complete observation is published for parents to see and comment on.

Recording the Journey

Tapestry collates all observations to create Learning Journeys for each child. To record the RE Learning Journey for the whole class, shared observations are regularly printed off and put into a scrap-book. This way the children can look through it with adults, discussing past experiences and deepening, and building on their learning.

We aim to foster Community Cohesion by helping pupils to:

- understand what faith means today for the majority of people on this planet, their significant beliefs and practices, their histories and their stories;
- develop understanding of the distinctive beliefs of different faiths and to debate areas of common interest;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities and cultures;
- develop a positive attitude towards people and respecting their right to hold different beliefs from their own and towards living in a society of diverse religions;
- explore and understand how faith holds a community together;
- learn about some aspects of their own local community's faith heritage and to help make sense of how this has characterised our country and the way it is today.

Visits and Visitors

At the beginning of each year, staff plan a program of visits and visitors to enable our children to experience a variety of places of worship and to share in the experiences of people of different faiths. This is planned in conjunction with key religious festivals, local and historical events and collective worship themes to ensure a richer, deeper experience.

Oxfordshire Board of Education – Scheme of Work

To ensure coverage of the Agreed Syllabus, Whaddon CofE First School has chosen to use the ODBE Scheme of Work. This scheme covers the requirements of the Buckinghamshire agreed syllabus.
Each unit has been created to allow children to experience AT1 (learning about religion) and AT2 (learning from religion) in every unit. As a Church of England School Christianity is the main religion taught, in addition Judaism is taught in KS1 and Hinduism is also covered in year 3.
Whenever relevant to the subject area being taught in R.E. lessons, outside learning experiences is used to enhance the children's work. This is especially relevant in fostering their sense of awe and wonderment at the natural world.

YEAR 1		
Unit 1		
Original ODBE Question	Whaddon School Challenging Statement	
Is everybody Special?	Two photos of people. Statement "This person is more special than this person' (obvious differences eg clothing, where they are).	
Knowledge	Understanding	Empathy
Christian worship, God Baptism Parables	What a religion is Belonging to a religion Baptism	How it feels to belong to something very special
Unit 2		
Original ODBE Question	Whaddon School Challenging Statement	
Should we celebrate Christmas?	The best part of Christmas is getting lots of presents	
Knowledge	Understanding	Empathy
Key Christian Festivals Meaning of Christmas	What festivals are Why festivals are important	What makes an event really important to an individual
Unit 3		
Original ODBE Question	Whaddon School Challenging Statement	
How should people care for the world?	Picture of beautiful scenery alongside an uncared for scene with statement "God made the world so he will look after it."	
Knowledge	Understanding	Empathy
Creation – Genesis Bible stories Links between Christianity and Judaism	The world is a precious gift from God which we should care for What we can learn from Creation about God	How it feels when something precious is destroyed
Unit 4		
Original ODBE Question	Whaddon School Challenging Statement	
Should everyone follow Jesus?	Everyone must do whatever Jesus teaches us	
Knowledge	Understanding	Empathy
Key Christian leaders Bible stories Christian worship	What faith is Free choice	The challenge of having unquestioning faith in another
Unit 5		
Original ODBE Question	Whaddon School Challenging Statement	
Are some stories more important than others?	There is no time to tell stories in school any more	
Knowledge	Understanding	Empathy
Christian stories – Old Testament Jewish stories Bible stories Christian worship Moral stories	Religious significance of the stories How a story can teach	How a story can be very important to an individual or group
Unit 6		
Original ODBE Question	Whaddon School Challenging Statement	
Do we need shared special places?	Photo of Christians worshipping in a church alongside photo of Jewish people worshipping in a synagogue.	
Knowledge	Understanding	Empathy
Jewish places of worship Christian places of worship	What sacred means The meaning behind aspects of places of worship	How it feels to share experiences with like-minded others & what it would feel like to not be able to

YEAR 2		
Unit 1		
Original ODBE Question		Whaddon School Challenging Statement
Who should you follow?		Picture of Moses with statement 'This man says "Follow Me".'
Knowledge	Understanding	Empathy
Key Religious leaders The role of Vicar, Rabbi Bible stories Christian worship Jewish worship Key events of Exodus	What faith is Free choice What makes a good leader	Am I a leader or a follower?
Unit 2		
Original ODBE Question		Whaddon School Challenging Statement
Do religious symbols mean the same to everyone?		Picture of a generic school symbol: All schools should have this symbol on their uniform so they match
Knowledge	Understanding	Empathy
Key religious symbols Meanings of the symbols Relation of symbols to features of Christian and Jewish religions	Belonging Symbols	The importance of a symbol - Identity
Unit 3		
Original ODBE Question		Whaddon School Challenging Statement
Is it important to celebrate the New Year?		A new year is a fresh start
Knowledge	Understanding	Empathy
New Year Rosh Hashanah	The significance of the celebrations	Forgiveness – a new start
Unit 4		
Original ODBE Question		Whaddon School Challenging Statement
How should the Church celebrate Easter?		Everyone should go to Church on Easter day/ Next year we should have Easter without chocolate
Knowledge	Understanding	Empathy
Meaning of Easter Key events of Holy week How the church observes Easter Symbols and artefacts related to Easter	The significance of Easter for Christians	Loss Sacrifice The joy of being reunited Awe and wonder - Miracle
Unit 5		
Original ODBE Question		Whaddon School Challenging Statement
Can stories change people?		We should XXXX because it says so in the Bible
Knowledge	Understanding	Empathy
The Bible and Torah stories which relate to change	Why and how these stories were used to bring about change	Inspiring change Influencing others How difficult change can be
Unit 6		
Original ODBE Question		Whaddon School Challenging Statement
How should you spend the weekend?		The weekend is the most important part of the week
Knowledge	Understanding	Empathy
Judaism Shabbat Creation	The rituals and practices of Shabbat Why Shabbat is important to Jews	How and why you would show respect through your actions

YEAR 3		
Unit 1		
Original ODBE Question	Whaddon School Challenging Statement	
Does taking bread and wine show that someone is a Christian?	Taking communion (with picture) shows that you are a true believer in Jesus	
Knowledge	Understanding	Empathy
The ritual of Communion Church practices The Last Supper	The meaning behind the ritual Behaving as a Christian	Wanting/needing to show commitment/loyalty through your behaviour
Unit 2		
Original ODBE Question	Whaddon School Challenging Statement	
Is light a good symbol for celebration?	Light is better than darkness	
Knowledge	Understanding	Empathy
Advent Diwali Chanukah	The significance of light as a symbol of belief What belief is	The importance of hope, peace, love, joy – what hope, peace, love, joy feels like What it feels like when you don't have these
Unit 3		
Original ODBE Question	Whaddon School Challenging Statement	
Is a Hindu child free to choose how to live?	A Hindu child should not be allowed to choose how to live	
Knowledge	Understanding	Empathy
Hindu daily life Belief Commandments Dharma, Karma, Moksha, Samsara	5 daily duties and 4 purposes of life and the effect of these on family life	Doing something, not because you are forced to but because you know you should Knowing your own principles
Unit 4		
Original ODBE Question	Whaddon School Challenging Statement	
Does Easter make sense without Passover?	Scene from the Passover – painting on doors and angel of death hovering	
Knowledge	Understanding	Empathy
Judaism Christianity Passover Last Supper Exodus	The connection between Passover and Easter	What it feels like to not be free What it feels like to be free
Unit 5		
Original ODBE Question	Whaddon School Challenging Statement	
Does Jesus have authority for everyone?	Jesus has authority over everyone	
Knowledge	Understanding	Empathy
Jesus The Disciples Gospels	How Jesus gained Authority	How do you decide who to trust?
Unit 6		
Original ODBE Question	Whaddon School Challenging Statement	
Can made-up stories tell the truth?	The Good Samaritan (/other story) isn't important because it's just a story	
Knowledge	Understanding	Empathy
Parables Gospels	How a parable, fable, myth can contain truth	The effect of stories on an individual compared to being told an answer/how to behave

Contribution of R.E. to teaching in other curriculum areas

At Whaddon School, our cross curricular approach encourages R.E. links with all subjects especially creative arts, history, science and geography while learning about religious practices and beliefs. Through RE children develop many key literacy skills such as thinking, researching, evaluating, reflecting, empathy and creative writing. R.E. contributes greatly to the PSHE and Citizenship of the children, challenging them to reflect on their own opinions and behaviour. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Throughout all areas of the curriculum, the children work together and respect each other's views and develop a reflective approach to life. Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. The use of ICT promotes, enhances and supports the teaching of R.E. It offers additional learning experiences, not always possible with conventional methods, e.g. virtual tours of places of worship or religious celebrations.

Involvement with the local Parish Church

As a Church school, we maintain our strong and much valued links with St Mary's Church.
It is our practice to hold Harvest, Christmas, Christingle, Easter and end of school year services in the Church, in which the whole school is involved. Parents and members of the village and local community join us and participate in our services. At Christmas time, the Vicar and members of the Parish Church Council put on an Advent Experience for our year 2 children in and around the Church.
Our Vicar leads a weekly Collective Worship on a regular basis, whose aims are in keeping with the Christian ethos of the school.
Our Vicar, accompanied by members of the Parish Church Council also runs a monthly after school club: 'Hands up for Jesus', which is very popular as over 2/3 of the children attend.
We regularly visit the Church building as part of the R.E. curriculum to develop the children's awareness of spirituality and to foster a greater understanding of Christianity and its place within the local community.

How SMSC is addressed through this subject

In RE lessons, as well as PHSE and our Collective Worship policy, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important. We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience. Religious education also introduces pupils to the significance of belonging to a community, the diversity of communities in the wider world, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Skills and Abilities

We believe that R.E. has a major contribution to make to children's learning and development, especially in terms of their spiritual awareness. Important skills include reflection (to begin to understand different points of view), communication (through art and music as well as speaking and writing) and enquiry. Important attitudes include developing respect, sensitivity, open-mindedness and self-esteem. Taking into account the age range of our children, learning in R.E. begins with children's own experiences and emphasises how special and unique they are.

RE – Inclusion & Equal opportunities

In all classes, children have a range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the prior knowledge, understanding and ability of the child. The level of support provided, which may include teacher or peer support, is planned carefully to allow access to all pupils and allow them to achieve fully. For further details please refer to our Equalities & Cohesion policy November 2016, our Accessibility plan September 2016 and our SEND policy updated May 2017.

Monitoring and Review

The coordination and planning of the R.E. curriculum is the responsibility of the subject leader.
Other responsibilities are:

- reviewing this policy considering changes to Agreed syllabus, curriculum and assessment
- writing and maintaining the R.E. part of the SIAMs action plan which feeds into the School development plan
- managing resources and prioritising additional resources and training needed
- keeping up to date with current legislation by attending any local meetings & training, sharing good practice at cluster meetings
- supporting staff and arranging any relevant training for staff
- having a clear overview of R.E. taught in school by monitoring planning, standards of work; observing lessons and analysis of progress and attainment data
- ensuring there is effective coverage of the Agreed Syllabus.

Regular termly monitoring is carried out to enhance the teaching and learning of Religious Education within our school and to ensure that the requirements of the Buckinghamshire Agreed Syllabus are fulfilled in the best possible way. It is the responsibility of all staff, both teaching and non-teaching to, to monitor and evaluate the curriculum provision made for Religious Education within the school, in order that pupil's make the greatest possible progress. Detailed monitoring is undertaken by the RE Subject Leader and the SMT.

Monitoring of RE may include:

- Looking at children's work
- Talking to children about their experiences in R.E.
- Parent, pupil and staff questionnaires
- The analysis of teachers' planning as seen in weekly plans
- Discussion among the whole staff - moderation and discussion in staff meetings
- Classroom observation
- External inspection and advice

Resources

There are a range of resources to support the teaching of Religious Education including DVD's, posters and artefacts as well as teaching resource books and Bibles. These are kept centrally, are accessible to all staff and are updated as needed. The school library also contains many books to support the teaching of R.E. We also make use of Aylesbury Vale Multicultural Resource Centre and the advice and support of our ODBE Advisors.

Safeguarding

Staff are encouraged to be mindful that discussions during R.E. lessons may produce pupil comments of a sensitive nature and know to follow procedures set down in the school Safeguarding Policy if a child is felt at risk or a disclosure is made.

Right of withdrawal

Under the 1944 and 1988 Education Acts, R.E should be taught to all pupils in full-time education. Parents have the legal right to withdraw their children from R.E. lessons. Parents can make this request in writing to the Headteacher and we actively encourage parents to contact the Headteacher or R.E. Subject Leader, if they have concerns and anxieties about the policy, provision and practice of Religious Education at Whaddon School.