

## MAT Vision For Our Church Schools

We aim to provide an education enriched by our Christian heritage, with four key elements which are at the heart of all that we are and align with the Church of England’s Vision for education: Wisdom, Hope, Community and Dignity. Our learners are given opportunities to become independent, collaborative, creative learners who have the confidence to seek wisdom and nurture their love of learning. Our small school provides big opportunities to broaden learners’ horizons and prepare them for the fullness of life, through hope, aspiration and our core Christian values. We focus on relationships and learning to live well in a wider community that can flourish together. Central to children’s learning is respecting the worth, dignity and preciousness of each person in a safe and inclusive environment within the sight and love of God.

Each Academy within the MAT has adapted this vision for their individual setting.

## Delivery

Religious education and world views provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

RE within the Link Academy Trust develops children’s knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and the other principal religions. These may include Hinduism, Islam, Buddhism and Judaism. It enhances pupils’ awareness and understanding of beliefs (both religious and non-religious), teachings, practices and forms of expression, as well as of the influence of religion and beliefs on individuals, families and communities, promoting social inclusion and combating prejudice. As a Church school the governors review and agree the RE curriculum and ensure it meets the expectations set out by the ‘The Statement of Entitlement’ in the *Statutory Inspection of Anglican and Methodist Schools* (SIAMS) Evaluation Schedule. In particular Christianity forms 2/3 of the taught curriculum and 5%-10% of curriculum time is set aside for the teaching of RE.

## Key Skills in RE

RE is more than just developing children’s knowledge and understanding. It seeks to develop children’s skills in:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).



- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (making connections, reflecting on and developing their own views and ideas, recognising the beliefs of others and the impact of these).

### **Key Attitudes in RE**

As with skills, RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

### **The contribution of RE to the wider curriculum**

While RE has its own distinctive subject matter, it does make an important contribution to other aspects of children's learning, with strong links to pupils SMSC development. Links are also made with other curricular areas particularly history, art, music, drama ICT and literacy.

In line with Diocesan guidelines, RE will be taught for 38 hours per year. This is approx. one hour per week, or in blocked time as appropriate. The time allocated for RE will be separate from time given to Collective Worship. Within the Trust RE is taught through a range of religions, beliefs, and key themes, with the study of Christianity forming the majority. The Link Academy Trust Church Schools use Understanding Christianity Curriculum for teaching Christianity units and a range of materials for the teaching of other world religions and views EG: The Emmanuel Project or Ready to go.

### **Rights of withdrawal**

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

### **Approaches to teaching and learning in RE**

RE is an exciting curriculum subject so we employ a variety of teaching methods. These include:-

- Visiting local places of worship and virtual tours of other religious buildings.
- Use of visitors to share their faith
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Collective recording through class scrapbooks
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

### **Assessment**

In RE we provide annual reports based on the assessment of children's learning after each unit of work. Reports provide a brief summary of the work covered, together with a comment on the child's attitude

and engagement with the subject. We also recognise that some of the most important learning in RE (e.g. how RE contributes to spiritual development) cannot be formally assessed. We currently monitor children's progress each half term, with end of unit summative comments under the headings of Emerging/Developing Independence, Secure and Greater Depth. This is informed by using dialogue, class scrapbooks, children's books and AFL pieces. We continue to consider ways of developing our creativity with AFL in RE with regards to assessing cognitive processes (taxonomy).

The RE subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school.

## **Progression across the school**

### **Foundation Stage:**

In EYFS children begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration. Children listen to and talk about stories. They are introduced to specialist vocabulary and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

### **Key stage 1:**

Pupils in KS1 pupils learn about different beliefs, about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. When considering world views pupils ask questions and develop a sense of wonder about the world around them. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences, how these have an impact on them and developing a sense of belonging.

At Key Stage 1 pupils study Christianity, other religions and consider world views.

### **Key stage 2 :**

Children in KS2 investigate and consider the impact of religion and belief locally, nationally and globally. They make connections between different aspects of religion and belief and consider different forms of religious, non-religious and spiritual expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion and world views, learning about similarities and differences and the importance of dialogue to encourage tolerance and respect. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education. At Key Stage 2 children study world views, Christianity, and a range of world faiths, in a more systematic way

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