

Impact

Community Impact and Experience

Whilst we recognise the importance of formative and summative assessment of classroom learning in RE, we also place great value on the Impact of our teaching on the children and on the wider community. This is evident in the half-termly church services which are pupil-led but maintain a distinct and clear liturgical structure. We recognise and celebrate key Christian times of year such as Holy Week and the Christingle by conducting church services. In addition, singing is central to collective worship. The children are able to choose their favourite hymns to offer them the sense that they are a true part of each service.

We make sure to offer the children the opportunity to feel a part of their local community, for example by inviting villagers to join our services, by singing carols at a local Residential Home and by engaging with local homeless charities in Derby such as the Padley Centre.

Assessment and recording

We assess the children's work in RE whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives and success criteria for their lessons. At the end of the year we make a judgement against the National Curriculum levels of attainment. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.

Teachers keep evidence of the children's work in their RE work books. This demonstrates what the expected level of achievement is in each year of the school.

Please see Assessment Policy for further details.

Resources

We have a wide range of resources to support the teaching of RE across the school including artefacts, pictures and textbooks. We look to invite guests from Christian and other faith communities in to school to share their experiences and beliefs with the children.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of 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 and other members of staff may attend CPD courses as appropriate.

Mugginton Church of England Primary School



www.muggintonschool.co.uk

www.twitter.com/muggintonce

Religious Education Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance and the new national curriculum September 2014.

At Mugginton Church of England Primary School, we believe the study of religious and non-religious world views is a core component of a rounded education. Our children are growing up in a world where there is increasing awareness of the diversity of religious and non-religious world views and they will need to live and work well with people with very different outlooks from their own. We aim to offer children opportunity to discuss, experience and respond well to difference – where they can engage with different beliefs, controversial issues and learn to disagree respectfully with each other. RE can contribute a great deal to mutual understanding in a multi-ethnic society and a world, in parts, very different to Mugginton. We believe it is important to learn about both the factual information about the rituals and observances and meeting places of different faiths, but also to develop pupils' understanding of the diversity that often exists within, as well as between faiths.

We celebrate our Church School identity through engaging collective worship, regular church services and RE teaching and aim to offer our children a secure base by teaching them the core tenets of Christianity which have informed so much of the country we have become, including the four British Values. From this secure base, we aim to give our children the confidence and understanding to engage with the beliefs and practices of our multi-faith communities here in Derby and beyond.

At Mugginton, we promote pupils' spiritual, moral, social & cultural development in RE

The 'spiritual' should not be confused with 'religious'. Spiritual development is the child's spirit which is enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of the school, and RE promotes this.

Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways

Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside.

There are two meanings associated with 'cultural' development, and RE embodies both of them. Firstly the term refers to the pupils' own home culture and background, whether religious or not, and secondly the term describes our national culture. RE helps our children to participate in Britain's wider cultural life

Religious Education is central to the purpose of Mugginton Church of England Primary School because as a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth. RE in our School explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is **never** the practice of our school to preach to or seek to convert children.

Values education permeates the RE curriculum. The Church of England Education Office publish a 'Statement of Entitlement' for RE which has been considered in the formation of this policy.

General Aims

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. Specifically, RE aims to enable pupils of all abilities and stages of development to:

1. Develop knowledge and understanding of the Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
2. Develop knowledge and understanding of the beliefs and practices of some of the other principal religions and non-religious world views in Britain.
3. Understand how belief impacts on culture, relationships, values and lifestyle.
4. Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
5. Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
6. Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith.
7. Be supported in their own search for meaning and purpose in life.
8. Develop a sense of awe, wonder and mystery.
9. Explore concepts of love, forgiveness and sacrifice.
10. Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
11. Develop attitudes of respect, sensitivity, open mindedness and self-esteem.

Legal Framework

In a Voluntary Controlled (VC) school such as Mugginton, the Locally Agreed Syllabus is a statutory document for the teaching of RE.

Parents have a legal right to withdraw their children from RE lessons, but as RE is central to the life and identity of Mugginton CE Primary School we would ask parents to discuss with the headteacher any reasons they might have for doing this.

Implementation

Teaching and Learning

1. The scheme of work for RE will maintain a balance between Learning about Religions and Learning from Religions
2. There will be clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
3. The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
4. A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
5. Pupil progress and attainment in RE will be tracked.
6. Progress in RE will form part of the pupils' annual report to parents.
7. RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate.
8. A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
9. In this school the faiths taught in RE at KS1 are Christianity and two others on a cycle; in KS2, Christianity and three others.
10. RE will be prioritised within the organisation of the curriculum. We aim to dedicate 10% of curriculum time to RE and not less than 5%.

Subject Leadership

1. The RE subject leader will support and monitor the subject and will receive an adequate budget to do this.
2. The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training
3. The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.
4. The RE subject leader will regularly monitor the quality of RE teaching across the school.
5. The RE subject leader will liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on progress and attainment in RE.
6. The RE subject leader and headteacher will ensure that the principles set out the Church of England's Statement of Entitlement for RE are implemented.

Implementation

We follow the Derbyshire and Derby City Agreed Syllabus for Religious Education 2020—2025

In Key Stage 1 Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. In short, they should:

- A. Know about and understand a range of religions and worldviews.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

Key questions		Recommended year group
Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		
1.1 Who is a Christian and what do they believe?	<i>It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3</i>	Y1
1.2 Who is a Muslim and what do they believe?		Y2
1.3 Who is Jewish and what do they believe?		Y2
1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people		Y2
Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		
1.5 What makes some places sacred? Christians, Muslims and/or Jewish people		Y1
1.6 How and why do we celebrate special and sacred times? Christians, Jewish people and/or Muslims		Y1 Y2
Living <i>(Religious practices and ways of living; questions about values and commitments)</i>		
1.7 What does it mean to belong to a faith community? Christians, Muslims and Jewish people		Y1
1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people		Y1 or Y2

It is recommended that schools choose a minimum of 3 key questions per year, balancing across the strands. Key question 1.6 can be split across the two years as schools encounter and explore major celebrations each year.

In Key Stage 2 pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views

- A. Know about and understand a range of religions and worldviews.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

Key questions (recommended year groups in brackets)		
Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		
L2.1 What do different people believe about God? Christians, Hindus and/or Muslims (Y3)	U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5)	
L2.2 Why is the Bible so important for Christians today? (Y3)		
L2.3 Why is Jesus inspiring to some people? (Y4)	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5)	
	U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (Y6)	
Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		
L2.4 Why do people pray? Christians, Hindus and/or Muslims (Y3)	U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people (Y5)	
L2.5 Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people (Y3 & Y4)	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (Y6)	
L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)		
Living <i>(Religious practices and ways of living; questions about values and commitments)</i>		
L2.7 What does it mean to be a Christian in Britain today? (Y3)	U2.6 What does it mean to be a Muslim in Britain today? (Y5)	
L2.8 What does it mean to be a Hindu in Britain today? (Y4)		
L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)	U2.7 What matters most to Christians and Humanists? (Y6)	
	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims (Y6)	

Intent

RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise varied dimensions of religion.
3. Gain the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

At Mugginton, alongside the National Curriculum objectives we aim to

- Promote the idea that every child/person has a unique, intrinsic value.
- Make explicit links between our school rules and The Fruits of the Spirit, which make up 6 'themes' for each half-term.
- Be outward looking, engaging with the wider world and faith communities—for example visiting churches across the spectrum of Christianity and other places of worship such as the Liberal Synagogue in Nottingham and one of Derby's Gurdwaras.
- Use the Understanding Christianity resources—particularly the Frieze—to help the children develop a broad outline of the structure of the Holy Bible.
- Emphasise the commonality of all people regardless of religious belief.
- Emphasise the impact Christianity has and continues to have on the Western World and on Britain in particular.

In an RE lesson at Mugginton, you will see:

Happy children, working with purpose individually or in groups. Children who feel safe and confident enough to volunteer responses and opinions when asked to do so. Children will be able to talk about their own faith and their experiences of church services and wider learning in RE. They will be able to explain the key events of the Christian story and older children will be able to explain why Jesus is an inspiration to millions of people. They will be able to make comparisons between Christian beliefs and acts of worship with those of other faiths. .