

# Whitchurch CE Federation R.E. Policy



**Implemented**

January 2024

**Review date**

January 2027





# Federation Aims

What are we, as a Federation, working to achieve with your child? What is the end goal of our curriculum journey?



At The Whitchurch C.E. Federation, our view is that education is for life, and worship is at the very heart of nurturing this growth and supporting our vision for the federation. Our children are immersed in our vision and values for living successful lives. "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind"[a]; and, 'Love your neighbour as yourself.'" Luke 10 25:37

To create a welcoming and inclusive environment in which all children will flourish. Every child is encouraged to care for, respect and appreciate the ultimate worth of others, developing positive relationships as they take their first steps towards becoming responsible, thoughtful and confident adults of the future, making successful contributions to their local and the global community.





Our aims and values are firmly based on Christian principles and in particular we wish to promote racial harmony and social cohesion in our local community.

**“Learning to Love God and Love our Neighbour as Ourselves.”**

We are proud to be federated Church of England academies at the heart of the community of Whitchurch. An inclusive family under God, welcoming everyone into our friendly, respectful and caring Federation. We aim to provide an aspirational curriculum and supportive working environment to enable every individual to reach their full potential.

**“Learning to Love God and Love our Neighbour as Ourselves”**

**Luke 10: 25-37**

As Federated Church of England Academies, we believe it is important to develop Christian values by which to live well together and which help to develop a moral and spiritual awareness. Our core Christian value is Love. Across our Federation everyone is encouraged to love and respect themselves, others, God and his world. The Bible tells us that,

**“God is love. Whoever lives in love lives in God, and God in them.”**  
**(1 John 4:16).**

### **Love**

The value of ‘Love’ underpins everything we do in our Federation. We believe that through a focus on Love, by working together as part of a strong and supportive family, we can all achieve more ;

**“Love your neighbour as yourself.”**

**(Luke 10:27)**

The Good Samaritan

### **Compassion**

Helps us to foster a nurturing environment, supporting one another, promoting empathy and inclusivity.

**(Luke 5: 17-26)**

**Jesus Heals A Paralytic Man**

### **Courage**

# **Christian Distinctiveness**

## How do we define ourselves as a Church of England school?

Gives us the skills to face challenges, take risks and develop resilience and encourage personal growth.

**(1 Samuel 17 1-58) – David and Goliath**

**(Daniel 6:1-28) – Daniel in the Lion’s Den**

### **Kindness**

Creates a positive, harmonious atmosphere, fosters empathy, friendship and a sense of belonging.

**“Do to others as you would have them do to you.”**

**(Luke 6: 27-31)**

### **Perseverance**

Teaches us the importance of determination and hard work. Helps us to overcome obstacles and achieve our goals.

**The Journey of the Magi**

**(Matthew 2: 1-12)**

### **Respect**

Helps us to treat others with kindness and listen and consider everyone’s feelings. It is important we are all valued.

**Show proper respect to everyone.**

**(1 Peter: 2-17)**



# Christian Distinctiveness at SBMAT

How do our vision and values interlink with those of our trust, The St. Bart's Multi-Academy Trust?



St Bart's Academy Trust have a passion for releasing potential in all our children and staff through the encouragement and development of ambition, aspiration and excellence in all aspects of our work.

Our commitment is to place children at the centre of everything we do. Working in collaboration, we strive to provide the highest quality of educational experience and outcomes for our young people in an inclusive environment. Through the enjoyment of learning, we live life together in all its fullness through **PEACE**. (Passion, Encouragement, Ambition, Collaboration and Enjoyment)

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve. For our Trust schools this means life in all its fullness is a life lived for God, serving others.

Our vision is in line with the Church of England's mission that our education is deeply Christian, with Jesus' promise of '**life in all its fullness**' at its heart. Our vision is for the common good of the whole community. Within each of our flourishing family of church schools through their own theologically rooted Christian vision they encompass the Trust vision. St Bart's Academy Trust Church Schools decided that each school would record a worship to share with the other schools. We are very proud to record and produce our digital worships.



***The principal aim of religious education is to explore what people believe and what difference this makes to how they live.***

**Pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.**

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In R.E. pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.

Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.

Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.

R.E. should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom

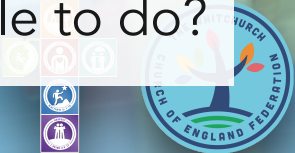
and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### **WHAT RELIGIONS ARE TO BE TAUGHT?**

This agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

## **Curriculum Intent**

What will your child achieve during their time at the Federation? What do we want them to know and be able to do?

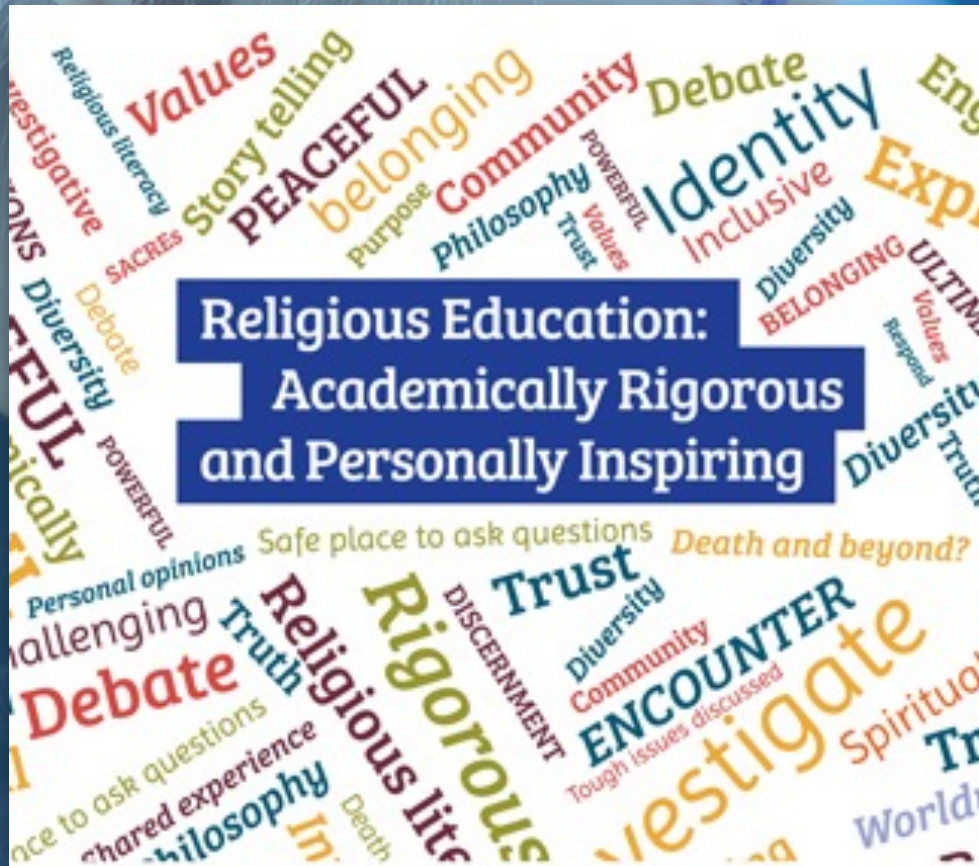




# National Curriculum

## Aims

What are the national expectations, over the course of primary education?



**Make sense of a range of religious and non-religious beliefs, so that they can:**

- 1a. Identify, describe explain any analyse beliefs and contexts in the context of living religious, using appropriate vocabulary
- 1b. Explain how and why these beliefs are understood in different ways, by individuals and within communities
- 1c. Recognise how and why sources of authority (texts, traditions, teachings, leaders etc.) are used, expressed and interpreted in different ways, developing skills of interpretation

**Understand the impact and significance of religious and non-religious beliefs, so that they can:**

- 2a. Examine and explain how and why people express their beliefs in diverse ways
- 2b. Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- 2c. Appreciate and appraise the significance of different ways of life and ways of expressing meaning

**Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- 3a. Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- 3b. Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- 3c. Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



As a Church of England Federation, our fundamental aim is to prepare our pupils for the opportunities, responsibilities and experiences of life in modern diverse Britain.

Whilst the study of Christianity lies at the heart of our R.E. curriculum, pupils are also taught about other faiths, traditions and beliefs so that they learn to appreciate the richness and diversity of our trust, local community and the global community.

Through the teachings of Jesus our pupils are taught the human values of respect and tolerance towards all others.

We regularly work with the Lichfield Diocese Board of Education (LDBE) to ensure that our vision and aims best meet the needs of our pupils.



**LDBE**

Lichfield Diocesan  
Board of Education

## Vision statement

What is our goal as a Church of England school?





Religious Education (RE) plays an important role in defining the Federation's distinctive Christian character.

The subject of Religious Education is regarded as a core subject within the Federation's curriculum. It has a vital role in developing religious literacy and deepening pupils' understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

R.E. is non-confessional and should be treated as an academic subject in its own right.

As the Church of England document, **'Making a difference? A review of Religious Education in Church of England schools 2014'** recommends that the R.E. curriculum in all schools should, "..... ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world" "..... explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in R.E.". The subject is central to the Federation's understanding of education and mission, and the commitment that the 'the Church at national, diocesan and local level is called to work towards every child and young person having a life enhancing encounter with the Christian faith and the person of Jesus Christ' (Going for Growth Report).



## Rationale

Why are we teaching R.E.?





## **Statement of Entitlement**

How do we meet the Church of England requirements for schools?

R.E. teaching at The Whitchurch CE Federation is in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office (Feb 2019), see link below:

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

Christianity will, therefore, be the majority of R.E. curriculum time. The teaching of Christianity is core to the teaching of R.E. in this Church of England Federation. However, as a Church Federation we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. Pupils will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.



As a Church Federation we recognise that it should be a priority to build up staff expertise in RE.

**The R.E. subject leaders are responsible for:**

- producing a scheme of work for the Federation
- supporting colleagues in the detailed planning and delivery of R.E. provision
- ensuring Religious Education has status within the Federation
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring R.E. provision, practice and outcomes
- ensuring rigorous systems of assessment are in place
- creating the R.E. Development Plan and ensuring its regular review
- accountability for R.E. standards in the Federation
- meet with member of the Diocesan R.E. advisory team when possible

**The Senior Leadership Team will oversee the subject leader and quality assure lessons, teaching, learning, assessment and curriculum provision.**

# Leadership

What will the Subject Leader and Senior Leadership Team do?





# Teaching

What do lessons and work look like?



- R.E. is taught by class teachers.
- R.E. lessons are planned taking into account the needs of all pupils, including SEN and more able pupils.
- In the Early Years Foundation Stage, R.E. forms a valuable part of the educational experience of children throughout the key stage. During the foundation stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. Foundation Stage 2 use the Understanding Christianity resources.
- In EYFS pupils will complete a range of tasks in class and teachers will record children's observations and responses. The class learning journey will be shared in a floor book. Teachers will provide feedback to children throughout their learning journey to support their ongoing development.
- At The Whitchurch CE Federation, we believe that Religious Education should be an exciting subject across all phases and so we employ a variety of teaching methods including art, drama, discussion, use of ICT, exploring artefacts, foods, pictures, photographs, visiting places of worship and listening to people from different faith groups. Learning is recorded not only through a range of writing e.g. letters, diaries and recounts, stories, notes, information and explanation writing but also through pictures and artwork, photographs of drama or notes following class discussions.
- Key Stage 1 and 2 pupils have individual books and folders on Showbie for their R.E. work
- The quality of R.E. teaching and learning is monitored and evaluated through Performance Management, lesson observations, pupil voice interviews and book looks.



At The Whitchurch CE Federation, we assess pupil's knowledge and understanding of core concepts in religions and belief. In addition, we assess pupil's development of a range of investigative and evaluative skills, including analysis, interpretation and reflection.

#### **Short-term assessment , end of unit assessment**

Day-to-day assessment for learning includes questioning, formative feedback/response, more in-depth marking which moves learning on in RE. For those pupils who do not show secure learning, teaching is adapted in order to present the material in a new way that will encourage the expected attainment or better - thus ensuring progression in understanding key concept for as many pupils as possible.

#### **End of year assessment and reporting**

Individual pupil progress in R.E. is tracked over the year using the Federation's tracking system. A final teacher judgement is made based on this overview of assessments carried out throughout the year. Parents receive feedback on pupil's achievements, progress and attainment in R.E. in the pupil's annual school report.

#### **Equal Opportunities**

All children are given access to the same learning opportunities. Account is taken of children with special educational needs through differentiation of task and outcome and a planned balance of class teaching and group work and providing resources of different complexity. All pupils should be able to feel secure in their study of Religious Education whatever the religious or non-religious tradition of their home.

## **Assessment and Reporting**

How will we assess your child's progress, and what will we do with the data?





# Long Term Plan

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Being Special: Where do we belong?	What do Christians believe God is like?	What is the 'good news' Christians believe Jesus brings?	What do Christians learn from the Creation story?	What is it like for someone to follow God?	For Christians what kind of king was Jesus?	How do Christians decide how to live? 'What would Jesus do?'
<b>Autumn 2</b>	Why is Christmas special for Christians?	Why does Christmas matter to Christians?	Why does Christmas matter to Christians?	What is the 'Trinity' and why is it important to Christians?	What is the 'Trinity' and why is it important to Christians?	Why do Christians believe Jesus was the Messiah?	What does it mean if Christians believe God is holy and loving?
<b>Spring 1</b>	Which stories are special and why?	Who do Christians say made the world?	What makes some places sacred to believers?	What kind of world did Jesus want?	How do festivals and family life show what matters to Muslims?	Why do some people believe in God and some not? *Christians, Hindus, Muslims.	Creation and Science: Conflicting or complementary?
<b>Spring 2</b>	Why is Easter special to Christians?	Why does Easter matter to Christians?	Why does Easter matter to Christians?	Why do Christians call the day Jesus died 'Good Friday'?	Why do Christians call the day Jesus died 'Good Friday'?	What do Christians believe Jesus did to 'save' people?	What difference does the resurrection make for Christians?
<b>Summer 1</b>	Why is the word 'God' so important to Christians?	Who is Jewish and how do they live?	Who is Muslim and how do they live?	How do festivals and family life show what matters to Jewish people?	For Christians what was the impact of Pentecost?	Why is the Torah so important to Jewish people?	What does it mean to be a Muslim in Britain today?
<b>Summer 2</b>	Which places are special and why?	Who is Jewish and how do they live?	Who is Muslim and how do they live?	How and why do people mark significant events of life? *Christians, Hindus, Muslims.	How and why do people try to make the world a better place? *Christians, Hindus, Muslims.	Why do Hindus want to be good?	How does faith help people when life gets hard?