



Queens Church of England Academy

Learning and Growing in the Love of God

Religious Education Policy

Adopted by the Leadership team April 2022

Approved by full Governing Body April 2022

Signed by Chair of Governors

To be reviewed April 2024



LOVE IN ACTION

Romans 12:10

*Nothing you confess, could
make me love you less.*

*"Love must be sincere. Hate what is evil; cling to
what is good."*

Romans 12:9



*Tell the truth – even if
your voice shakes.*

*"Hate what is evil; cling to what is
good."*

Romans 12:14

OOMPH!

*"Never be lacking in zeal, but
keep your spiritual fervour,
serving the Lord."*

Romans 12:11

BE POSITIVE

*"BE JOYFUL IN HOPE, PATIENT IN
AFFLICTION, FAITHFUL IN
PRAYER."*

ROMANS 12:12

Be Safe!

*"Be joyful in hope,
patient in affliction,
faithful in prayer."*

Romans 12:12

*It's not about how many
breaths you take, it's about
how many you take away.*

*"Be transformed by the renewing of your
mind."*

Romans 12:2

Diversity!

*"Live in harmony with one another.
Do not be proud, but be willing to
associate with people of low
position. Do not be vain."*

Romans 12:16

Dress to Impress

*"Do not think of yourself more
highly than you ought, but
rather think of yourself with
sober judgement."*

Romans 12:3

**Fall down seven
times, stand up
eight!**

*"Do not be overcome by evil,
but overcome evil with good."*

Romans 12:21

Manners

*"Share with the Lord's people who
are in need. Practice hospitality.
Bless those who persecute you;
bless and do not curse."*

Romans 12:14, 15

Cocoon

*Do not conform to the
pattern of this world, but
be transformed by the
renewing of your mind
Romans 12:2*

Queen's CofE Academy Religious Education Policy

School aim Statement

We believe that all our children deserve the best and our aim is to help them reach their potential in every area of school life - academic, spiritual, social, personal and physical. We endeavour to make learning a positive experience which will stay with the children long after they have left Queens Academy and help shape their future.

Jesus said, "Let the little children come to me, and do not hinder them, for the Kingdom of heaven belongs to such as these." Matthew 19: 13-15

The Queens C of E Academy's ethos will be rooted in the Christian faith, which acknowledges the value and uniqueness of every human being. The spiritual, moral, social and cultural development of each pupil will be fostered by the Academy. Underpinning the ethos of the Academy will be our Christian Vision of 'Love in Action' which is taken from Romans Chapter 12. The Academy will prepare its pupils to play a full and active role in society and will aim to help fulfil the potential of all its pupils.

The Academy will provide a welcoming community to pupils, parents/carers and visitors of all faiths or no faith where the importance of faith will be celebrated. All stakeholders will respect and value the Christian ethos of the Academy and will respect and support each other. The Academy will provide support to parents/carers to assist them in their interaction with the Academy.

Aims and Objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Queen's CofE Academy, we develop the children's knowledge and understanding of the major world faiths, and help children to mature in relation to their own patterns of beliefs and behaviour through religious beliefs and practice. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

The aims of religious education at Queen's CofE Academy are to help children:

- develop an awareness of spiritual and moral issues arising in their lives;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- develop an understanding of religious traditions, and an appreciation and tolerance of cultural differences in Britain today;
- develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- have respect for other people's views, and hence to celebrate diversity in society.

Teaching and Learning

We aim for the teaching time for RE to be 5% of curriculum time.

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths (Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism) and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues; sometimes they prepare presentations working individually or in groups.

Our pupils have widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- using scaffolding to support the access of tasks for children with specific needs;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Planning

We plan our RE curriculum in accordance with the Warwickshire Agreed Syllabus (September 2017) and supplemented by Understanding Christianity. We ensure that the topics studied in RE build on prior learning and deepen their knowledge and understanding of Christianity and other key world faiths. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in two phases (long-term and short-term). The long-term plan maps the RE topics studied in each term during each year group. We teach RE topics in conjunction with other subjects where possible.

Teachers work collaboratively as a year group to develop planning for RE. Medium term planning is developed and written onto a centralised grid which is evaluated by the RE leader. Specific learning intentions are written as open questions and the criteria for success are also included on plans taken from the assessment grids. The expectation is that all teachers should be able to work off plans for any lesson.

Special Educational Needs

RE is taught to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE, learning opportunities are matched appropriately to the needs of children with learning difficulties. Planning takes into account the targets set for individual children, including those with Education Health Care Plans.

The use of ICT

ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet and pre-prepared resources. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Children use PowerPoint to help them to make presentations on various topics and present this to their class. A digital video camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

Equal Opportunities

RE supports Every Child Matters in the following ways:

- **Enjoying and achieving** – providing a rigorous, challenging, good quality scheme of work that enables individuals to learn about themselves developing their self esteem through exploring religion. Encountering living faith through visits and visitors and being given opportunities to ask their own questions. Creating an inclusive curriculum that includes and inspires everyone, including children with learning difficulties and disabilities.
- Our school's Christian Vision which all staff and children adhere to is 'Love in Action.' As a result of this vision which is deeply rooted in Christian scripture, children are able to stay safe, make positive contributions, learn about being healthy and economic well-being.

Social, Moral, Spiritual and Cultural Development (SMSC)

Queen's CofE Academy strives to foster the development of the children's own SMSC. Christian spirituality, Christian values and principles will be especially explored in RE/Collective Worship, but the integrity and spirituality of children from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

Staff and Resources

Each classroom has a reflection area for children to use. These are regularly changed with the children's thoughts and prayers. This also contains a bible. Children are encouraged to use this to reflect on the RE units and religions that they have been thinking about.

We have sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central area and in classrooms. The school library has a good supply of RE topic books and a set of Bibles. We have computer software to support the children's individual research.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a Hindu temple, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Please see Appendix for examples of these.

Role of the Subject Leader

The subject leader is expected to support, guide and motivate colleagues. There are four main aspects to the role:

- Providing colleagues with information about RE outside of the school context. For example from websites or courses and by leading INSET.
- Supporting on-going professional development and giving appropriate feedback to staff. For example by asking staff for feedback about INSET and resource needs.
- Offering guidance and information about current curriculum developments in school. For example by supporting staff in pupil assessments.
- Demonstrating a professional role model, for example by being enthusiastic about RE.
- Speaking to the children and asking them what they would like to learn about and how they would like to learn it.

Assessment

Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. Completed work is marked in accordance with the school marking policy and the learning intention. Summary judgements have historically been made throughout the year and reported to parents annually.

Teachers assess children after each unit as to whether they are emerging, expected or exceeding in the unit studied. They use criteria taken from either the Warwickshire Agreed Syllabus or the Understanding Christianity Syllabus to inform their assessment. To support the informing of the assessment, children answer the key topic question on a front cover for the unit which may also contain key facts the children have been expected to learn.

Monitoring and Review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in religious education. The subject leader uses specially allocated regular management time to review evidence of the children's work, to observe RE lessons and the learning environment and to speak to the children, across the school. The RE subject leader completes termly snapshots, reports to the Senior Leadership team and also the governing body.