

Our Christian Vision

"My command is this: Love one another, as I have loved you."

John 15 v 12

Our school community believes a connection to God as the Vine ensures our spiritual growth. Our vision as a school community is to strive to follow the example of Jesus to **"Love one another as I have loved you"**.

As we learn to be more like Jesus, we hope to flourish spiritually, socially and academically.

In doing this, we will build positive and fruitful relationships, and strive to be the best we can be as individuals and an organisation, whilst developing the values of *kindness, forgiveness, self-control, respect, courage and gratitude*.

Religious Education Policy for Houghton on the Hill C.E. Academy

At Houghton we recognize the need to provide all pupils with an R.E. Curriculum as stated in the 1988 Education Reform Act. Religious Education will occupy 5% of the school timetable. As a Church of England academy we believe learning the Christian beliefs about Jesus will inform all aspects of our life together and help us flourish as outlined in our Christian vision. Our R.E. curriculum also takes into account the fact that we live in a multi-cultural society and realise that children need an insight into all principal religions as well as non-religious views.

Aims and Objectives

1) We aim to encourage and assist all pupils to explore and express their response to the big questions in life, exploring spiritual and religious approaches to life.

2) We hope to help pupils develop a sound understanding of religion and how it affects the way they and others live.

3) We encourage them to reflect on their own ideas, feelings and interests in the context of religious and moral education. The integrity of pupils is respected and individual views and ideas are always valued.

These are in accordance with the following aims from the **Leicestershire agreed syllabus**. It is the responsibility of the headteacher and governors to see that the following aims and objectives of the **Leicestershire Agreed Syllabus** are met.

The curriculum for R.E. in Leicestershire aims to ensure that all pupils aged 4- 16:

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

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- explain how and why these beliefs are understood in different ways, by individuals and within communities.
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

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

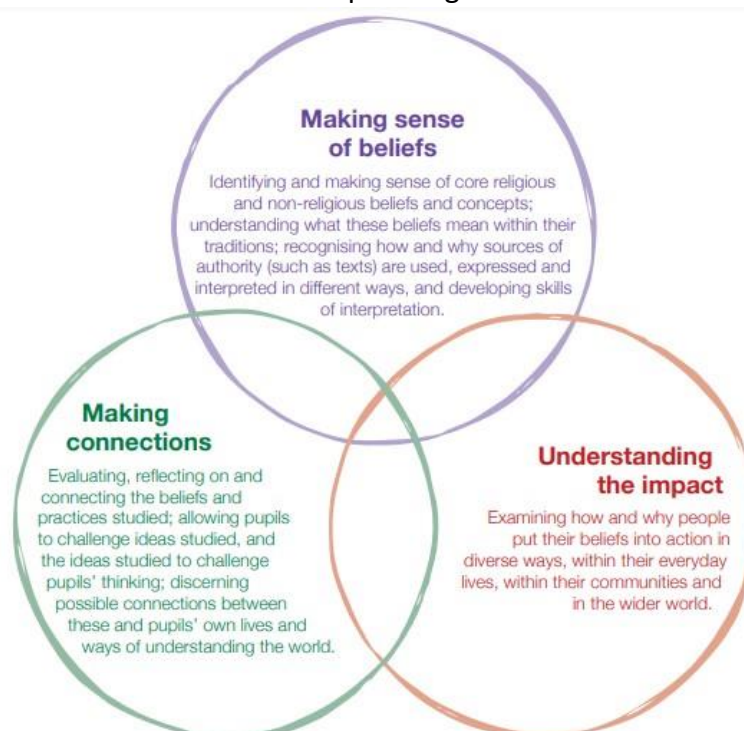
- examine and explain how and why people express their beliefs in diverse ways.
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world .
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

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

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- 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.

Teaching and learning

The teaching and learning approach of the Leicestershire syllabus has three core elements. These are woven together when planning each unit to provide breadth and balance within the teaching and learning about religions and beliefs, underpinning the aims of RE outlined above. It provides a coherent structure for planning.



The end of Key stage outcomes are divided into these 3 areas and the RE coordinator will monitor work across the school to see the progression against these outcomes annually.

Pupils' Experiences

Children follow a scheme of work (see attached) which balances the teaching of Christianity with focused teaching on the other principal religions of Islam, Hinduism and Judaism. A unit in Year 5 also focuses children on Humanism and other world views. However general units without one religion as a focus also offer opportunity for pupils to share own experiences of religion and faith including non-religious views. These also give us opportunities to learn about Sikhism, Buddhism, Jainism and atheism. These units are an important way for pupils to make connections between religions and their own way of understanding the world. R.E. is delivered in ways that make it a lively, active subject by employing a variety of teaching methods; including technology, art, music, discussion, the development of thinking skills, drama, the use of videos, artefacts, pictures, stories and the use of periods of stillness and reflection.

The 'Understanding Christianity' curriculum

'Understanding Christianity' is now part of the Leicestershire agreed syllabus. It helps children to explore the key themes of Christianity and these build upon each other throughout the school as children's understanding grows. The key themes which all children in all age groups learn about are Creation, Salvation including the big story of the bible and the Incarnation of God (as a man in Jesus). The others introduced as children progress through the school are God, The Gospel, The Fall, People of God, and the Kingdom of God. The units all follow a similar teaching and learning approach as already explained where pupils make sense of the biblical text, gain an understanding of what that means for Christians living today, also then examining and evaluating connections between these ideas and the wider world including pupil's own ways of thinking and living.



Speaking and listening

Speaking and particularly listening to other's views and beliefs is particularly important in R.E. as children can learn the skills needed to offer contrasting views to each other in a trusted structured forum. At Houghton school we believe learning the correct religious vocabulary will be the key to children being able to take part in class discussions and explain their learning as well as give them confidence to express their own views. Each year group has a list of religious vocabulary.

Links to People of Faith

We work closely on R.E. and worship within the school with our local church **St Catharine's Church** and their children's worker. The children's worker is often used as a person of faith to interview and discover the Christian viewpoint within R.E. topics. The vicar also hosts classes in the church to find out more about Christian practices such as baptism or weddings.

St Phillip's centre in Leicester has been used to access other people of faith and we have had visitors representing Islam and Hinduism to give pupils this key learning opportunity.

Family links are also used to support the children's learning and demonstrate practices from other religions. We have had a Jewish parent bring in food for Rosh Hashanah and a Hindu parent show us photos of the Hindu naming ceremony for her children. All parents are welcome and please talk to the class teacher or R.E. coordinator Rachel Lowe if you would like to be involved.

Recording

Work will be mainly recorded in an R.E. book — in Years 3, 4, 5 and 6. In Year 1 and Year 2 more work might be practical or discussion based and class books are used to show whole class work. In F.S. class work is recorded on the Tapestry class account which allows parents to see some of the experiences and bible stories covered.

Display work and artwork is another way in which learning is recorded.

Reporting to parents

Teachers will feedback the levels of attainment and effort shown in R.E. to parents on the yearly reports.

The R.E. co-ordinator plays a lead role in monitoring R.E. within the school and is responsible for providing evidence of how R.E. contributes to the life of the school as part of the SIAMS inspection by the diocese .

The Contribution of R.E. to Other Curriculum Aims

Spiritual, moral, social and cultural development (S.M.S.C.)

S.M.S.C. prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in R.E. is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. Church schools are particularly concerned about the holistic development of children and young people and recognise that a good education is about forming people who have the moral strength and spiritual depth to live a fulfilled life in a society that is marked by rapid change, global competition and insecurity. R.E. should play a key role in this.

Respect for All , Citizenship & Global Learning

R.E. makes an important contribution to a school's responsibility to promote respect for all, responsible citizenship and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism. It can also impact on the school's duty to promote community cohesion. By examining the beliefs and inspiration provided by key religious figures, R.E. should also play a part in encouraging pupils to contribute to the school and wider community and to develop attitudes of service to others.

R.E. provides a positive context within which the diversity of cultures, beliefs and values within the school community can be celebrated and explored. It provides opportunities to investigate patterns of diversity of religion and belief in the local community in which it is located and for forging links with different religious groups in the local area. A major focus of R.E. should be the study of diversity of religion and belief in the UK and how this influences national life. R.E. also involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Promoting British Values

R.E. provides opportunities to promote and discuss the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. These discussions may also play a part in helping schools with their new duties in terms of preventing individuals from being drawn into terrorism. Church of England Schools should see themselves as part of the solution to the threat of radicalism. This should involve not just trying to prevent the development of an extremist view but should be more about promoting a positive vision of the contribution of different religions. This means high quality religious education should equip children with accurate information, critical skills and that pupils should be taught that those who advocate violence and hatred in the name of God are distorting their faith.

Legal framework

Parents have a legal right to withdraw their children from religious education lessons but as R.E. is central to the life and identity of Houghton on the Hill Church of England Academy we would ask parents to discuss with the head teacher any reasons they might have for this. We would also recommend reviewing the impact R.E. has on other areas of the curriculum as outlined in this policy.

Staffing and Resources

The member of staff responsible for R.E. is Mrs Rachel Lowe.

R.E. resources are stored in the photocopier room.

Resources available are:

- Artefact boxes for Christianity, Hinduism and Islam.
- Photopacks and posters on the various religions studied.
- Understanding Christianity photocopyable resources.

Evaluation

The R.E. policy and its implementation at Houghton on the Hill C.E. Primary School will be monitored, reviewed and adapted where necessary.

Rachel Lowe

Autumn 2021