



Reaching our potential together in Christ.

RE/SMSC Policy



Reaching our potential together in Christ.

At St Mary Magdalen's we believe that:

We must **Inspire** our children, and in order to do this we must:

- ✓ Promote Enjoyment;
- ✓ Strive for Happiness;
- ✓ Develop an environment where children are glad to come to school;
- ✓ Celebrate our successes;
- ✓ Always aim to have health and well-being.

By accepting God's word, **Love** will always be at the centre of our school and we will show this by:

- ✓ Living by our Christian values;
- ✓ Believing in equality and accepting and respecting differences;
- ✓ Remembering our uniqueness;
- ✓ Forging partnerships;
- ✓ Being Forgiving;
- ✓ Accepting forgiveness;
- ✓ Showing patience;
- ✓ Being prayerful;
- ✓ Ensuring there is a safe environment both physically and emotionally for our children and staff to grow in;
- ✓ Having self-reflection;
- ✓ Remembering our spirituality;
- ✓ Creating a love of learning.

When we **Educate** our children we must:

- ✓ Ensure that all our children achieve their full potential;
- ✓ Remember the whole child;
- ✓ Have high expectations in all areas for all our children;
- ✓ Create a curriculum to stimulate all our children;

Reviewed: February 2018

Review date: February 2020

Philosophy

Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's School involves general, moral and spiritual education (the development of a zest for life and love of life, an ethos of caring, patience, forgiveness and love and the forming of relationships between children, staff and parents); specific Church of England tradition (particular assemblies and worship, church visits and clergy involvement), and the broader classroom Religious Education and Spiritual, Moral, Social and Cultural Education which the school offers. We seek to help all of our learners to 'live and live splendidly' (John 10:10), this is done through explicit and implicit means.

Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's C of E Primary School are governed by the School Trust Deed. We follow the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE.

Aims

Through the teaching of Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's we aim to improve the quality of education received by all pupils, they have the opportunity to develop morally, spiritually, socially and culturally. In Religious Education lessons, as well as PSHE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people, belief in spiritual dimensions is important.

Within our teaching we aim to:

- Support the Mission Statement of the school in communicating an understanding of the redeeming love of Jesus Christ, underpinning the ethos of the school and its nurturing role.
- To help develop children's own beliefs, values and attitudes through an exploration of Christ's and the Apostles' teachings as found in Scripture, the examination of religious language and symbolism, along with their shared human experience.
- With emphasis on Christian beliefs and practices, to know the place significance of Christianity and other world religions in the contemporary world, in the surrounding wider and local communities, and within the Parish. (Cf Race Equality Policy.)
- To deliver Blackburn Diocesan RE syllabus.
- To help children to extend their thinking and analytical skills and their creative, imaginative and emotional development.

Teaching and Learning.

The Early Years RE Chatterbox Units

The Early Years RE Chatterbox Units are designed to encourage an atmosphere of community where everyone, child and adult are learning together. Right from the start planning involves consultation with the child so that a blend of child and adult initiated activities will take place. This child centred approach will inspire and motivate both children and adults. The needs of visual, audio and kinaesthetic learners will be met, thoughts and ideas shared, and the depth of learning will be greater. Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested and creative children.

Early Years Areas of Learning and Development

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and other and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how

environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Three characteristics of effective teaching and learning

- **Playing and exploring** - children investigate and experience things and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In order to make RE a lively, active subject we employ a variety of cross-curricular teaching methods including: art, DT, ICT, music, visitors and visits, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection. To support this, we endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils.

Teachers will use a variety of approaches when teaching RE, including work for the whole class, group and at an individual level when a specific need is identified. Mixed ability groups provide opportunities for discussion and brainstorming.

Differentiation is mainly through outcome though pupils who show the ability to discuss aspects of RE at a deeper level are encouraged through discussion with the class teacher in a small group. Provision for children with Special Educational Needs is made where appropriate through differentiated work to accommodate the wide range of abilities within each class. It is also recognised that RE has a unique role to play in the building of individual pupil's self-esteem, that through role-play, drama and art work and discussion groups it is the aim of the school that all pupils find a means to relate to the subject.

The importance of continuity and progression is recognised through the choice of topics and discrete units that make up the scheme of work.

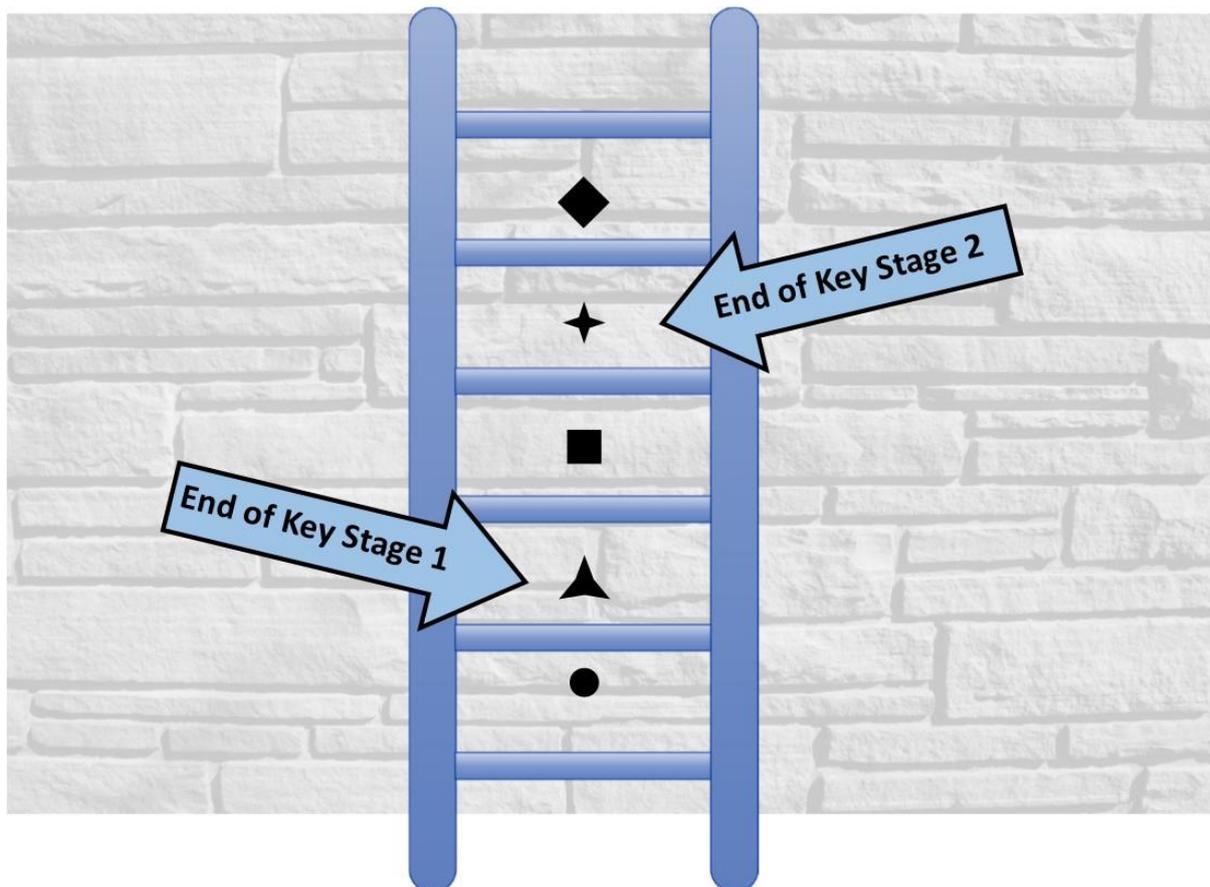
The school also places importance on 'real life' RE, as such we offer our children a range of extra opportunities to develop their understanding and spiritual experiences through visits out of school, visitors to school, work with other schools and close links with the local church.

Assessment, Evaluation, Record Keeping and Reporting

Assessment

Assessment is the process by which progress is measured and communicated to pupils so that they can take their learning forward. It serves to inform the teacher whether learning objectives have been met and what steps need to be taken to enable pupils to progress further. In RE assessments are designed so that pupils have opportunities to show what they know, understand and can do. The process of assessment is conducted in line with the whole school assessment policy and takes account of national and local developments in this field.

The ladder of expectation of achievement in RE



The ladder of expectation and achievement in RE

- Pupils can explain the impact of religion on believers' lives and communities.
- Pupils can suggest possible reasons for distinctive beliefs within and between religions.
- Pupils can explain how religious texts are used to answer the big questions in life.
- Pupils can describe why people belong to religions and the challenges they face.
- Pupils ask ultimate questions and can express their own and others' views.

- Pupils can recognise similarities and differences within and between religions and make links between them.
- Pupils can describe the impact of religion of people's lives.
- Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
- Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
- Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.

- Pupils can make links between sacred texts/stories and beliefs.
- Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.
- Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.
- Pupils are beginning to identify the impact of religion on believers' lives.
- Pupils can describe forms of religious expression.
- Pupils can ask important and relevant questions about religion and belief.

- Pupils can retell religious stories.
- Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.
- Pupils can identify different ways in which religion is expressed noticing similarities in religion.
- Pupils are beginning to ask good questions about their own and others' experiences.
- Pupils are recognising their own values and the values of others.

- Pupils can recall details of stories.
- Pupils can name features of religious life and practice.
- Pupils can recognise symbols and use some religious words.
- Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.

The ladder is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. However, the ladder can be used to make judgements about the level of individual pupils' achievement and a record sheet has been included in this folder.

- At the end of Key Stage 1 pupils are expected to be achieving at ▲ level (rung 2 of the ladder).
- At the end of Key Stage 2 pupils are expected to be achieving at ✦ level (rung 4 of the ladder).

Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit. In each unit sheet there is a list of expected knowledge marked with the symbols from the ladder along with a list of expected outcomes. These lists are generic, and it is expected that teachers will incorporate them into learning objectives. These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. Learning about and from religion is still considered to be essential and both have been incorporated in the ladder and expectations.

There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements. The syllabus units give clear suggestions in *blue italics* as to how the outcomes of the activities can be recorded. From Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored.

The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post-it notes and printed work from the interactive whiteboard.

The RE Co-ordinator will carry out an RE book/work scrutiny across the school regularly. The RE Co-ordinator with the cooperation of the staff will create a portfolio of evidence of the RE taking place throughout the school.

The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It should be a working document that can be shown to staff, governors, parents and inspectors. It is important that the portfolio is a celebration of success and the distinctive quality of RE in your Church school.

The content of this document could include: -

- children's work from across the school with an indication of where it meets expectations in the ladder;

- photographs recording displays, artwork, visits and visitors;
- teachers' plans showing evidence of quality, creative and challenging RE;
- records of the RE Co-ordinator's scrutiny of work and lesson observations;
- plans and work from special RE days or theme weeks.

This information is shared with the Head and link Governor. The class teacher makes a written comment about the child's progress on their report form.

End of Key Stage Expectations

By the end of Key Stage 1 children are expected to:
• talk about God as creator of the world who loves us.
• know that God is three in one, Father, Son and Holy Spirit.
• be able to retell both the nativity and Easter stories.
• use religious words to talk about the celebrations of Christmas, Easter and Pentecost.
• know that Christians believe Jesus is the Son of God who died on the cross and rose again.
• know that Jesus had 12 special friends called disciples.
• know that the Bible is our holy book and it contains God's big story, the salvation plan.
• be able to retell stories of Jesus' miracles.
• have visited a church and confidently talk about their experience and what they have learnt.
• have had opportunity to ask reflective questions that wonder about Christian practice, values and beliefs.
• be able to give examples of how Christians, put their beliefs into action.
• know the names and significance of holy books from other faiths.
• know the places where people of other faiths worship.
• be developing a sense of their own values and the values of others.
• have experienced taking part in the celebration of Harvest Festival.

By the end of Key Stage 2 children are expected to:
• know that God is three in one, Father, Son and Holy Spirit – the Trinity.
• know that in the beginning God created everything and it was good. People spoilt the environment and their relationship with God. This is known as the Fall.
• know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.
• know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.

<ul style="list-style-type: none"> • know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).
<ul style="list-style-type: none"> • Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.
<ul style="list-style-type: none"> • know that Pentecost was the start of the church.
<ul style="list-style-type: none"> • know that Christians believe that the Holy Spirit is at work in their lives today.
<ul style="list-style-type: none"> • know that Christianity is a worldwide multi-cultural faith.
<ul style="list-style-type: none"> • know that prayer is an important part of the life of a believer and explain why.
<ul style="list-style-type: none"> • know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.
<ul style="list-style-type: none"> • describe the impact responding to God's call has on a believer's life.
<ul style="list-style-type: none"> • use developing religious vocabulary to talk about the impact religion has on believers' lives.
<ul style="list-style-type: none"> • be able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths.
<ul style="list-style-type: none"> • ask important questions about religion and belief that improves their learning.
<ul style="list-style-type: none"> • experience a visit to a place of worship other than a church.
<ul style="list-style-type: none"> • talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.
<ul style="list-style-type: none"> • retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.
<ul style="list-style-type: none"> • connect Christian practices, values and beliefs to events and teaching in the Bible.
<ul style="list-style-type: none"> • be able to describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers.
<ul style="list-style-type: none"> • be able to express and explain their own opinions on issues they have discussed.
<ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.
<ul style="list-style-type: none"> • describe what they think motivates people of faith and explain what inspires and influences them personally.
<ul style="list-style-type: none"> • ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.
<ul style="list-style-type: none"> • know and be able to talk about the links between Christianity and Judaism.
<ul style="list-style-type: none"> • describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.

Recording

Evaluation of teacher and pupil performance is undertaken following each lesson. This is recorded on the planning sheets and, through this, improving the planning for the following lesson. Records

are kept of work covered by the class; these are passed on to the next teacher at the end of the year. Each class also records in the class RE scrapbook which follows the cohort through school.

Reporting

Annual written reports are given to parents during the summer term. A copy of this is kept in the pupil's personal record file. Two verbal reports are given at Parent's Evenings.

Monitoring and Evaluation

See the whole school monitoring and evaluation plan.

School Improvement Plan.

An Action Plan is prepared annually for the School Improvement Plan including finance from the budget. Feedback from each year's School Improvement Plan is given to the Governors in written form.

Race Equality and Equal Opportunities Statement

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic, racial or religious background.

Our Race Equality Policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy is an integral part of our school life. Through it the school will its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the school community.
- Ensuring that all staff, pupils and parents are treated with respect and dignity.

Role of the Subject Leader

The role of the subject leader involves the following:

- To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
- To advise and encourage the staff in planning and revising and to keep them abreast of new developments through INSET activities, both in-house and county run courses.
- To keep personally up to date with current issues through INSET opportunities.
- To monitor and maintain resources.
- To liaise with the Governors.

- To advise the Headteacher on developments needed to improve the attainments of the pupils in Religious Education.
- To develop record keeping and assessment procedures for Religious Education.
- To keep up to date with changes in the Agreed Syllabus and commercially available resources.

The Role of the Teacher

The role of the teacher involves the following:

- To ensure that Religious Education is incorporated into their medium and short term planning.
- To discuss the children's work and make appropriate interventions to improve their skills and knowledge.
- To encourage children to share, discuss and reflect on their work with other children.
- To help children draw on skills and knowledge they have learnt in other areas of the curriculum.
- To help children assess and evaluate their own work and the work of others.
- To be aware of any Health and Safety issues connected with visits off site.

Resources

Time

Approximately one hour per week is set aside specifically for the teaching of RE. Approximately 80% of this time is devoted to Christianity whilst the remaining 20% can be spent in studying Judaism, Islam, Hinduism, Buddhism and Sikhism. However, RE is not solely confined to one lesson; rather it permeates throughout the school with opportunities arising in other areas of the curriculum.

- a) The school enjoys easy access to the church. Services are held when appropriate in church or on occasions in school. Class visits the church when one of their projects can be enhanced by such a visit and regularly attend class mass.
- b) Visits to other faith places of worship when one of their projects can be enhanced.
- c) Each classroom has appropriate ICT equipment.

Books and equipment

- Blackburn Diocesan Syllabus.
- Blackburn Diocesan Syllabus- resource folders.
- Picture Bibles.
- A selection of children's Bibles.

- A variety of videos.
- Reference books- kept in the library.
- Photographs and pictures.
- Artefacts box sets for each of the major world religions.

Key note speakers are invited into school to talk to the children when appropriate.

Right of Withdrawal

‘The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.’

Policy Review.

This policy is to be reviewed with reference to the following: -

- National Curriculum.
- Annually.

Reviewed: February 2018

Review date: February 2020