

RE Policy

Aims

In RE we aim to help children to develop knowledge and understanding of Christianity and the nature of Christian beliefs and practices, and also to foster a knowledge and understanding of other faiths. We aim for the children to gain an understanding of their own beliefs and respect the right of other people to hold different beliefs and practices.

As quoted in 'The Fruit of the Spirit' Church of England Discussion Paper on Character Education:

"We see the ultimate purpose of education as the promotion of "life in all its fullness....It is about developing people who can flourish in all areas of their lives."

Therefore RE is central to our school vision of encouraging all children to 'flourish with God in life, learning and love'. RE at DVIS aims to enhance children's spiritual, moral, cultural and social development by:-

- Developing an awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them.
- Responding to such questions with reference to the teachings and practices of religions, and to their own understandings and experience.
- Reflecting on their own beliefs, values and experiences in the light of their study.
- Developing a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions.

Attitudes and Values

Throughout RE lessons pupils should be encouraged to develop attitudes, concepts and skills, which will provide for their spiritual development. These school values are promoted throughout school life as well as being important to Religious Education: Love, Joy, Kindness, Faithfulness and Self-control.

Skills

The following skills are central to RE and are also in other subjects in the curriculum. They are reflected in our Attainment Targets and in the learning opportunities that we aim to offer: Investigation; interpretation; reflection; empathy; evaluation; analysis; synthesis; application and expression.

The RE Syllabus

Our RE syllabus is based on the SDBE guidelines 'Religious Education for C of E Primary Schools'. There are two attainment targets for RE. They are:

AT 1: Learning about religion: Knowledge and understanding of:

- Beliefs and teachings (what people believe)
- Practices and lifestyles (what people do)
- Expression and language (how people express themselves)

AT 2: Learning from religion: Response, evaluation and application of questions of:

- Identity and experience (making sense of who we are)
- Meaning and purpose (making sense of life)
- Values and commitments (making sense of right and wrong)

Overview of Half-Termly schemes of work

By following the SDBE syllabus in our planning, we aim to ensure continuity and progression.

The SDBE syllabus is split into units. Where possible, we have linked the SDBE units to our long-term plans i.e. the school's half term topics (see appendix A).

Each unit contains medium term plans for a half term, on average six lessons and states the learning objectives, supporting activities, suggested assessment focus and ideas for resources needed for the individual sessions.

Each area is carefully written to ensure progression and is further linked to topics.

The Foundation Stage RE units have been linked to the seven areas of learning. Some areas for Key Stage 1 can be dipped into if necessary to ensure challenge and extension for more able pupils.

There are 3 lessons per year group for Easter and Christmas that ensure there is no overlap of learning but progression and continuity throughout.

Teaching and Learning

RE is taught using a range of teaching and learning strategies. RE should be varied, interesting, relevant and stimulating. We endeavour to draw on the different experiences and backgrounds of our pupils and staff. Children should have first-hand contact with people and places of worship. Visits will be arranged to the local places of worship and visitors such as parents may be invited into the school to talk about their faith. There are close links between the school and St Barnabas church.

A wide range of materials such as artefacts and stories should be used. Children are introduced to sacred objects and we teach children to treat these objects with care and respect. RE should make appropriate and mutually supportive links with other National Curriculum subjects, whilst ensuring that its integrity as a subject is recognised. Examples of links are (PSHE) English, drama and role-play, Computing, art, design and technology and music.

Children should have time and space to share their views and feelings and explore and discuss issues, in a safe, non-threatening and respectful environment.

Differentiation

As with the other areas of the curriculum, planning for RE needs to reflect the differing abilities/beliefs of pupils in the class so that the needs of all children are met. For example, by employing different methods of recording work or posing higher-order thinking questions.

School classroom environment

All classes have a prayer corner area (in the Reception unit there are two) where children can go if they want to be quiet, reflect, pray or write their own prayers about topical events and issues. These are open ended and not too prescriptive. Suggestions for ideas have been given for each half term.

A wide range of materials should be used such as artefacts and stories that can also be displayed.

Resources

We have a range of resources available for use in teaching RE and for assemblies. Year 1 and 2 resources are kept in labelled boxes upstairs in the resource room in the Francis Building. The Foundation stage resources are kept in the Lake Building.

Resources include:

- Artefacts from Christianity and other faiths (kept in labelled boxes in the resource room.)
- Posters
- Bibles and prayer books in every classroom for prayer corners
- Stories – secular stories are often read to illustrate a particular theme, as well as Bible stories and stories from other faiths
- Teacher resources such as Pause for Reflection
- Videos
- Music

The children and their families are also encouraged to bring in artefacts in from home to share with us.

Time Allocation

RE should be taught for one hour a week.

Monitoring

The RE Leader has responsibilities for monitoring the RE curriculum in line with the school's policy. Roles may entail monitoring:

- Teaching plans for RE and samples of children’s work.
- Resources to ensure that there are sufficient resources for teaching and learning to take place.
- RE displays and the prayer corners.
- Lesson observations.

Assessment, recording and reporting

We do assessments for RE on a formative basis – assessments for learning. We assess for:

- Learning
- Teaching methods and styles
- Pupil reflection, engagement and enjoyment
- Teacher information
- Parents’ information

The criteria we use for assessments are the “I can...” attainment statements for attainment targets 1 & 2 from the national non-statutory framework for RE (Appendix B) and the level descriptors. To assess there needs to be lesson planning with clear learning objectives and follow-on activities that give the children opportunity to demonstrate achievement against the level descriptors. Pupils are to be encouraged to engage, have an opportunity to discover, and have time to reflect and internalise.

We also have assessment summaries for each unit for the SDBE syllabus. Three times a year, in Autumn 2, Spring 2 and Summer 2, teachers assess the learning of the class for that particular unit, using work samples and teacher observations, and level the children based on detailed evidence. Samples of work are collected for 3 ‘benchmark’ children in Spring 2.

There are many opportunities to assess, not just children’s written work. For example, children may represent their knowledge and understanding through art, music and drama. Children in role can show if they understand the story and empathise with characters. They can share their reflections about a lesson in a plenary or circle time.

Children can brainstorm at the start of a unit of work and again at the end. This shows progression of knowledge and understanding. The teachers’ planning of questions with the learning outcome in mind is important and so are observations. Digital cameras and iPads can be used.

Equal Opportunities

RE should be accessible and relevant to every child in the school regardless of special educational needs, gender, ethnic, social economic background or faith. Sensitivity to the needs and beliefs of different faiths is important in our delivery of RE, and we encourage children to approach RE with sensitivity and understand that people have different needs, views, cultures and beliefs that need to be treated with respect.

Parents’ right of withdrawal

Parents’ have the right to withdraw their child from RE lessons, according to the 1944 and 1988 Education Acts. A meeting will be held between the Headteacher, RE leader and parent to discuss this and any decision taken will be reviewed through an annual meeting.

Information to support parents in their understanding of what is taught and learnt during RE lessons at DVIS can be found on the school website on the Curriculum page.

The Journey of Religious Education

Our responsibility as teachers is to create Religious Education that will enable children to learn about and understand their own beliefs and those of others in a safe environment. Religious Education is a vital component in the spiritual and moral development of our children and our Religious Education aims at fostering unity and understanding and dispelling division and mistrust. Many pupils will be engaged at times in a search for meaning and truth in their lives. Our Religious Education will hopefully enable them to explore their own responses to ultimate questions. We hope that the seeds we sow through the experiences, insights, information and memories which our children gain from Religious Education at Dulwich Village will take root, germinate and grow strong and they will remain with the children into adulthood, continually informing, shaping, developing and enriching the whole of their lives.

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Appendix A: RE Links to Long Term Plans (linked where possible)

Foundation Stage

Term	Topic	RE Unit	Religion
A1	Who am I?	Who Made The Wonderful World?	Christianity
A2	Why is light important?	Why Is Christmas Special For Christians?	Christianity
Sp1	How can I care for my world?	Why Do Christians Believe Jesus is Special?	Christianity
Sp2	What can I create?	What is so special about Easter?	Christianity
Su1	What lives in my world?	Who Cares For This Special world and Why?	Christianity
Su2	What makes me strong?	How Did Jesus Rescue People?	Christianity

Year 1

Term	Topic	RE Unit	Religion	AT1	AT2
A1	To Infinity and Beyond!	Why Do Christians Make and Keep Promises Before God?	Christianity	B	D,F
A2	We are architects.	a) Why Are Saints Important to Christianity? b) Nativity Characters: Which Character Are You? Why Are You Important?	Christianity	A	F
			Christianity	A	E
Sp1	We can be heroes	What Responsibility Has God Given People For Taking Care Of Creation?	Christianity	A	F
Sp2	Over the Land and Sea	a) What Are God's Rules for Living? b) Why is Easter the Most Important Festival for Christians?	Christianity	A	F
			Christianity	A	E
Su1	Ready, Steady, Grow	What Is It Like To Live As A Jew?	Judaism	C	D
Su2	Blue Planet	What Does It Mean To Be A Muslim?	Islam	B	F

Year 2

Term	Topic	RE Unit	Religion	AT1	AT2
A1	Bright Lights Big City	Why Are They Having A Jewish Party?	Judaism	B	F
A2	Give it some Art!	a) What is the story of Noah really about? b) Where is the Light of Christmas?	Christianity	A	E
			Christianity		
Sp1	Trash to Treasure!	Why did Jesus teach the Lord's prayer as the way to pray?	Christianity	A	F
Sp2	Towers, Turrets, Tiaras	a) Who is the Saint of Our School? b) How Do Easter Symbols Help Us To Understand The True Meaning Of Easter?	Christianity	C	E
			Christianity		
Su1	Get Coding	How and Why do Muslims Uphold Their Faith by Giving Commitment to Allah?	Islam	A	E
Su2	Home Sweet Habitat	What values do Christians take on their journey of life?	Christianity	B	D

APPENDIX B

Non-statutory National Framework for Religious Education, 2004 – ‘I Can’ Attainment Statements

	AT1 Learning about religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
1	remember a Christian (Hindu, etc.) story and talk about it	use the right names for things that are special to Buddhists (Jews, etc)	recognise religious art, symbols and words and talk about them	talk about things that happen to me	talk about what I find interesting or puzzling	talk about what is important to me and to other people
2	tell a Christian (Sikh, etc.) story and say some things that people believe	talk about some of the things that that are the same for different religious people	say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave