



**Saint David's CiW Primary School**  
Ysgol Gynradd yr Eglwys yng Nghymru Dewi Sant



**Religious Education Policy**

**Document Control**

<b>Organisation</b>	St David's Church in Wales Primary
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<b>Author</b>	
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**Revision History**

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Signed by Chair of Governors on behalf of the Governing Body

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Signed by the Headteacher:

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Date approved: ..... (by full Governing Body)

Date of review: .....

## Ethos Statement

Church in Wales schools are designated through the Religious Character of Schools (Designation Procedure) 1998, as having a religious character.

The following ethos statement has been adopted by all Church in Wales schools:

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils

**ST David's Church in Wales**  
**Whole school policy and guidelines for Religious Education**

**Subject Aims**

**Foundation Phase and Key stage 2**

At St David's CIW primary school we aim:

- To create a caring Christian community in which Christian Values and beliefs permeate, not only the whole curriculum, but also the total life of the school
- To nurture each child as she, or he develops, physically, mentally, spiritually and emotionally, within the caring community, in order to equip the child for a life in the real world, thereby providing learning for living
- To maintain and strengthen links with the church and the community, thus providing an ethos, which will result in a meaningful and unifying sense of purpose
- To promote Collective Worship, as it plays a prominent part in school life
- To ensure that the children become aware of other faiths and are taught that other faiths are to be treated with sensitivity and respect, thereby accepting that not all people are Christians and that each person's religion is important
- To consider all aspects of religion including worship, celebration, lifestyles, leadership, beliefs and questioning, using the Bible as a Christian source book from which these aspects arise
- To encourage the children to develop knowledge and understanding, gain awareness of life and have the opportunity to explore and respond
- To encourage through discussion, expression of their own thoughts and feelings and listening whilst respecting the thoughts and feelings of other people

**Foundation Phase**

**Pupils should:**

- Hear stories about people from the Bible and begin to know that the Bible is a special book which means something in our lives, at school, home and in Church
- Begin to know Bible stories are about belonging and sharing
- Talk about Jesus and begin to appreciate the concept of a special person
- Begin to understand that Jesus was part of a family and that we too are special like Jesus
- Begin to understand the stories that Jesus told, that he showed us how to be kind, caring and brave and that Jesus wants us to behave like him

- Begin to develop the pupils self-awareness and the ability to cooperate and communicate with others
- Begin to learn that sharing is important and learn that God cares about everyone
- Listen to, join in with and respond to a range of prayers
- Begin to take responsibility by sharing and cooperating with others
- Thank God for the things they can do, for their family and friends and understand that they each belong to a family, including a wider family
- Experience awe and wonder when entering a church, meeting place, or school hall and begin to understand that a church is a special place for worship
- Develop their awareness of change in liturgical colours during the year
- Begin to be involved in important Christian festivals and understand that we can take part
- Understand the Bible as a special book and to be able to see hold and look at an illustrated Bible, because it shows us how to live
- Hear and talk about Bible stories together
- Hear and talk about the life of an Old Testament character and recognise the variety of characters in the Bible as a guide to the way we teach other people
- Know more about how the Bible was treasured and taught in Wales
- Learn that everyone is special and loved by God and that God cares about families and friends
- Learn that we are all members of Gods family and that God is concerned with the way we are
- Learn that Christians care for God's creation
- Learn that speaking the truth, saying sorry and forgiveness are important
- Experience the awe and wonder of the church and become familiar with the key features of the church building
- Understand why reminders of Jesus are found in Church
- Know that the Bible is read during church services and in other places and talk about special services that take place in church
- Know about the reminders of Jesus in Church and begin to appreciate the symbolism of church buildings; know the church is a family and its members each have a different role
- Know about the early Welsh saints connected to the schools' church and search for examples of Celtic crosses in and outside the Church
- Look at pictures of Jesus; talk together about him as special person and hear about the birth and life of Christ
- Understand what comprises a story with a moral and parable and understand what a miracle is
- Know about the way Jesus treated people and learn to pray the Lord's prayer
- Appreciate that Moses is spoken about in the Old Testament and hear about the life of Moses

- Think about how an old Testament Jewish child might have lived in Bible times and how they live today
- Look at Jewish artifacts associated with Judaism

## **Key Stage 2**

- Hear and talk about the Bible and understand that the Bible is a special book
- Understand the basic textual division into Testaments, books, chapters and verses within the Bible and the Apocrypha
- Work from a Bible and comprehend the reality of journeys made by Jesus
- Know the basic chronology of the Bible, understand figurative language and show how the trial of Christ is detailed in the Gospels
- Appreciate how the laws of the ancient world are reflected in the Bible and work from the Bible and comprehend sequences of events
- Consider the origin and understand the transmission of the Bible and the process of translation
- Compare the narratives which depict the birth of Jesus in Matthew and Luke and suggest reasons why they are different
- Learn how Christian beliefs are relevant to concern for the environment and to personal relationships; to be aware that these beliefs are applied throughout life, to understand that beliefs influence behaviour and choices
- Learn about Welsh Saints and Welsh exemplars of Christianity
- Learn about Christian values
- Learn how our obligations to God affect the choices we make especially when faced with moral dilemmas
- Learn how Christian beliefs are relevant to personal relationships and the whole school community
- Learn about the site of the Church building and the materials of which the church building is made
- Understand from where the church took its name and the roles of people involved in the church
- Compare prayer/service book used by the parish and begin to understand vestments and liturgical colours
- Begin to understand how the church cares for the community and begin to see the church as a family in the world.at work in the work
- Understand that action and symbols are important in the ministry of the church
- Understand the church is a worldwide community with Jesus at its head
- Begin to know about the impact of St Paul and the early church
- Understand the historical role of the church and religious revival in the life of Welsh people
- Listen to Bible stories and understand that the bible is a special book

- Understand why Christians celebrate Easter and know what happened at the Last supper and its connection to Holy Communion
- Explore symbolism connected with the illustrations of Jesus in different artistic and cultural representations
- Learn about the story of the Exodus and the giving of the 10 commandments
- Understand the teaching of the sermon on the Mount
- Learn about food regulations in Judaism and hear about other characters in the history of Israel
- Talk about why Moses is important and understand the celebration of Jewish festivals
- Hear about the life of Muhammad and begin to understand the basic historical sequence of Moses, Jesus and Muhammad
- Begin to understand Muslim festivals in relation to the life of Muhammad

### **The Use of Incidental Welsh**

The school will develop a positive attitude to the development of incidental Welsh. The consortium has developed a progression for the use of incidental language. The children and staff, teaching and non-teaching, will be encouraged to use Welsh throughout the school day in as many different aspects as possible.

### **Organisation of Religious Education within the Curriculum**

#### **Teaching and Learning -**

- Class teachers will be responsible for the delivery of Religious Education to their own class
- Teachers will use the scheme of work to teach RE. The scheme provides a broad balanced and progressive framework within which Religious Education will be developed
- Class teachers will have the support of the teacher with an interest in RE, the parish priest, Monmouth diocese and the schools' officer
- Teachers will use a variety of teaching strategies to ensure lessons have pace and that children are fully engaged
- Interaction during the lessons will include teacher to class, paired work and group work

### **Planning**

Planning for Religious Education will follow the Church in Wales RE syllabus for primary school curriculum provision:

- The scheme of work outlines learning objectives, suggested skills activities, resources, strands and the LNF skills for each year group
- Year groups use the scheme of work as an outline plan on indicating which particular area will be covered each term
- Detailed weekly planning indicates the learning objectives, subject skills and activities to be covered during one week
- Objectives and activities are evaluated
- Plans and evaluations are available to the SLT and the RE curriculum leader

## **Resources**

- Resources will be allocated to individual classes and stored centrally
- Additional curriculum materials and resources will be considered following advice from the diocese and funding available
- A budget will be allocated following consultation between the Head Teacher, RE curriculum leader and finance committee of Governing Body
- The available budget will be linked to the School Improvement Plan

## **Professional Development**

St David's Church in Wales Primary school is committed to training staff in Religious Education through in-house training and support from the Monmouth Diocese. The staff team are encouraged to identify areas of RE that they wish to develop and enhance; every effort is made to meet individual needs.

## **Whole school Issues Regarding Religious Education**

### **Equality of Opportunity**

All pupils will have access to Religious Education teaching, resources and equipment and equal opportunities will be given to all pupils regardless of race and gender. Teachers must ensure that the individual needs of all pupils will be met.

### **Right of Withdrawal**

Parents have the right to withdraw their children from Religious Education and Collective Worship as identified in the Education Act 1944 and in subsequent legislation. St David's is a CIW Primary school where Christian values underpin the whole curriculum. In order to preserve the distinctiveness of the Church school community, we encourage everyone to be involved in the Religious Education and



Collective Worship. Parents who have concerns about this should discuss with the Chair of Governors and the Head teacher before their children are admitted.

### **Additional Educational Needs**

Every classroom may contain pupils with additional educational needs. For those pupils who need the provision, the scheme of work may be adapted where necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in context suitable to the pupils age and experience.

As a subject, Religious Education has many characteristics that help less able children achieve a great degree of success. Every effort will be made to utilise these characteristics using the following teaching techniques: -

- An emphasis on first hand experiences
- Developing knowledge and skills in small steps through practical activities
- Working on a variety of activities to allow pupils to share strengths and help each other
- Encourage pupils work to be recorded in a variety of ways
- Simplify the language of instructions for pupils with reading difficulties
- Allow time for completion of work, if necessary, work being completed and reinforced during additional sessions

Differentiation will also occur for the more able pupils and the following methods will be used to encourage them to work at a level that is appropriate to abilities:

- Working in a variety of ways
- Recording work in a greater variety of ways
- Allowing them more independence when attempting research
- Opportunities for open ended tasks
- Allowing them more opportunities to present their work to the rest of the school/class

### **Key Skills**

There are many areas of religious education which lend themselves to promoting literacy, numeracy and the skills of ICT. Wherever possible, we have tried to forge links between the syllabus content and Curriculum Cymreig, other subjects and the Welsh dimension and uniqueness of the Church in Wales.

We have agreed that the following Key skills should be promoted –

- Listen thoughtfully as they participate in discussion
- Ask and answer questions and offer comments in a manner that promotes the quality of discussion
- Use Religious terms accurately in their descriptions and accounts
- Gain information from text, photographs and diagrams which are recorded in print or electronically
- Employ a variety of ICT devices and software to collect, store, retrieve and present information
- When using the Internet, pupils are expected to follow our rules for responsible use as outlined in the Internet Access policy.

### **Cwricwlwm Cymreig**

All pupils will be made aware of a distinctive Welsh perspective when looking at the wider world. Pupils will be given opportunities, where appropriate, in their study of Religious Education to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristic of Wales.

### **Parental Support and Links with Community**

At St David's CIW school we aim to gain parental support for the teaching of Religious Education.

Parents and visitors are welcomed into school from the parish and community.

### **Assessment and Record Keeping**

Procedures for the assessment and recording of religious education are in line with the Church in Wales Religious Education syllabus for primary schools.

Core skills in Religious Education are taught through the RE syllabus and are assessed termly by class teachers.

Continuous formative assessments of oral and reading work in the lesson will allow the teacher to identify and plan further opportunities for consolidation or extension. Children's work will be marked in line with the schools marking policy. Work will be kept as a record of work to understand levels achieved. The class teacher will evaluate each lesson taken.

### **Monitoring, Evaluation and Review**

The monitoring of planning, delivery and evaluation of Religious Education curriculum will take place in line with the school's policy.

The class teachers will evaluate the teaching and learning opportunities in their own class using the schools planning proforma.

The RE curriculum leader will review planning, monitor a sample of books and keep records in a curriculum file. In liaison with the school governor (the parish priest), learning walks are carried out and "listening to learners sessions" are undertaken in order to evaluate themes across the school. Resources are monitored to ensure that there are appropriate resources available to deliver the RE curriculum effectively.

### **Roles and Responsibilities**

The Religious Education curriculum leader in consultation with the Head Teacher, Governing Body and Monmouth Diocese, has produced policies and a scheme of work for RE. This will ensure that the skills are covered through a range of learning experience and that there is continuity and progression. It is the responsibility of the class teacher to deliver the scheme of work to the class. The curriculum leader will also:

- Work alongside colleagues, providing support and guidance
- Keep up to date with new developments
- Organise and manage resources
- Monitor and evaluate resources
- Monitor, evaluate and review the impact of Religious Education teaching throughout the school
- As part of a monitoring cycle, produce a self-evaluation report on Religious Education