



Emmanuel Holcombe C of E Primary

RE policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grown in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Policy written: May 2020

Policy written by: A Longstaff

Review date: May 2021

RE Statement of intent

As a church school, the drive for excellence and effectiveness is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God, is a sign and expression of the Kingdom and is at the heart of the church's distinctive mission. The high quality Religious Education (RE) delivered at Emmanuel Holcombe is the key to enabling every child to flourish. We are committed to using quality resources (Questful RE and Understanding Christianity), that will provide our teachers with the knowledge and skills they need to ensure that the children experience the best RE curriculum.

Our objective at Emmanuel Holcombe is to prepare children for citizenship in today's diverse society. Our aim is to enable our pupils to develop sensitivity to, and respect for others; for pupils to have a tolerance for other religions; and to equip students with the ability to hold an informed conversation about religious beliefs and practices.

The Church of England Education Office (2016), issued an RE Statement of Entitlement. It says that in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Implementation

As a Voluntary Aided Church of England Primary School, Emmanuel Holcombe follows the Religious Education syllabus for Church schools and the Manchester Diocese Questful RE Units. It is a revision of 'Questful RE' RE syllabus 2013. By embracing the explicit teaching of Christian concepts and God's big salvation story, the content of this syllabus gives pupils a deeper understanding of Christianity. Through an open investigative enquiry approach the pupils are given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. Teachers using this syllabus are encouraged to give pupils as many first hand sensory experiences as possible. Pupils benefit hugely from seeing, hearing, touching, tasting and smelling authentic Christianity and the other world faiths as they study.

Impact

Excellent RE teaching ensures that our pupils:

- know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- develop their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Teaching and Learning

Fundamental skills and knowledge are taught to children through a carefully planned programme. Teacher's follow the units from the 'Questful RE' syllabus and 'Understanding Christianity' resource. RE is taught on a two-year rolling programme, which has been carefully devised by the RE subject lead.

Role of the Subject Leader

- To liaise and meet each block with the RE Governor (Miss Jo Venn) to ensure the quality of RE provision.
- Order and maintain RE resources as needed.
- To review the 2 year cycle to ensure the Questful RE units are being covered.
- To check class timetables and long term planning, to ensure the minimum 5% RE teaching is taking place and that class worship is happening weekly.
- To complete work scrutinises, learning walks and facilitate pupil voice opportunities, to monitor the effectiveness of RE teaching. Complete evidence scrutiny to ensure all objectives are being covered.
- To complete Class Worship 'drop ins' to monitor the impact and quality of class worship.
- To meet with the RE link governor.
- To check that class worship areas reflect the whole school worship theme and are kept to a high standard.
- To liaise with other RE leads in other C of E primary schools to share ideas and seek external moderation.
- To ensure the findings of the 2018 SIAMS report are acted upon and maintained.
- Ensure staff display a positive and enthusiastic approach to the teaching of RE in school and model Christian values at all times.
- To ensure our school mission and vision statements permeate everything we do.
- Review the RE policy and curriculum progression document annually and inform staff of any changes.
- To support staff if needed

Planning and Resources

Planning lessons and preparing resources for RE lessons is the responsibility of the class teacher. Class teachers are required to follow the Questful RE syllabus and the 'Understanding Christianity' resource, which provides teaching ideas and resources.

Organisation

At Emmanuel Holcombe, RE teaching is taught in blocks, to allow pupils to immerse themselves in the subject matter. Children are also taught aspects of the RE curriculum through six theme weeks throughout the year.

The Diocesan Board of Education also makes the following recommendations to Governing Bodies: -

- a) That the amount of time allocated to RE should be at least 5% - this equates to 15 hours per block and 45 hours across the academic year. This is the minimum recommended in national guidelines. There will be occasions when RE takes a larger slice of the curriculum, reflecting the Church School's greater commitment to the subject.
- b) That out of the curriculum time for RE, Christianity should occupy a minimum of 70% of the time, up to a maximum of 80%. Therefore, 20% to 30% of RE Curriculum time should be devoted to non-Christian faiths.
- c) That as well as Christianity pupils should study aspects of the practices and beliefs of the other five major world faiths. (Buddhism, Hinduism, Islam, Judaism and Sikhism.) Guidance is given in the syllabus overviews and units as to appropriate content and length of time for this study.
- d) The Governing Body should nominate a member to be responsible for oversight of the school's RE provision and standards.

Assessment

Within EYFS children's assessment is formative by reviewing evidence gathered from continuous provision and making a holistic judgement of the ELG. Staff refer to the exemplification documents to moderate the judgements. Children in KS1 and KS2 record their learning, either individual or group tasks, using A3 floor books, Seesaw, pictures and videos. At the end of each unit, progress and achievement of objectives are assessed and recorded on the whole class assessment grids. These grids are used at the end of the year to make a judgement of achievement and progress over time.

Units of work:

The Questful RE Units and Understanding Christianity Units (UC) have been organised into a one year cycle of 'Chatterbox' units (EYFS); and a two year cycle (Yr1- 6).

	AUTUMN	SPRING	SUMMER
RECEPTION	<p>EYFS Harvest Saying thank you to God at harvest time Links to UC F1 - Why is God so important to Christians?</p> <p>EYFS I am Special</p> <p>EYFS Christmas How do we celebrate Jesus' birthday? Links to UC F2 Why do Christians perform nativity plays at Christmas? Links to Diwali and Hanukkah Special People - What makes a person special?</p>	<p>EYFS Stories Jesus Heard</p> <p>EYFS Stories Jesus Told Why did Jesus tell stories?</p> <p>EYFS Easter Links to UC F3 Why do Christians put a cross in an Easter Garden? Friendship</p>	<p>EYFS Special Places What makes a place special / holy? Links to other faiths</p> <p>EYFS Special Times How do we celebrate special times? Links to other faiths</p> <p>Prayer - What Is Prayer? Links to other faiths</p>

2 YEAR R E PLANNER

CLASS 2			
YEAR A	<p>1.1 Harvest 5 hrs How can we help those who do not have a good harvest? Link to Jewish Festival Sukkot</p> <p>1.9 My World Jesus World 4hrs</p> <p>2.2 Christmas 4 hrs Why was the birth of Jesus such good news? Links to UC 1.3 Why does Christmas matter to Christians?</p>	<p>2.3 Jesus Friend To Everyone 6 hrs Links to UC 1.4 What is the Good News Jesus brings?</p> <p>1.5 Easter 5 hrs Celebrating New life and New Beginnings Links to UC 1.5 Why does Easter matter to Christians?</p>	<p>2.5 Why is the Church a special place for Christians? 10 hrs Where do people of other faiths worship?</p> <p>1.2 God and Creation 5 hrs Links to UC1.2 Who made the World?</p>
YEAR B	<p>2.1 The Bible 10 hrs Why is it such a special book? Do people of other faiths have special books?</p> <p>1.3 Christmas 5 hrs Why do we give and receive gifts? Links to UC 1.3 Why does Christmas matter to Christians?</p>	<p>1.4 Jesus was special 6 hrs</p> <p>2.4 Easter 5 hrs How do symbols help us understand the story? Links to UC 1.5 Why does Easter matter to Christians?</p>	<p>1.7 Why is baptism special? 7hrs How do other faiths welcome new babies?</p> <p>2.6 What happened at the Ascension and Pentecost?</p>

2 YEAR R E PLANNER

CLASS 3			
YEAR A	<p>3.1 Called By God 7hrs Links to UC2A.2 What is it like to follow God?</p> <p>3.6 Harvest 5hrs Jewish Festival of Sukkot</p> <p>4.2 Christmas Exploring the Symbolism of Light 6hrs Jewish Festival of Hannukah</p>	<p>4.3 Jesus Son of God 9hrs Jewish Shabbat</p> <p>3.4 Exploring the Joy and Sadness of Easter 5hrs Links to UC 2A.5 Why do Christians call the day Jesus died Good Friday?</p>	<p>3.5 Which rules should we follow? 12hrs Links to UC 2B.3 People of God. How can following God bring freedom and justice? Does everybody follow the same rules? Why? Why not?</p> <p>4.6 What is Prayer? 5hrs How do people of other faiths pray?</p>
YEAR B	<p>4.1 God, David and the Psalms 6hrs</p> <p>3.2 Christmas God with Us 4hrs</p>	<p>3.3 Jesus The Man Who Changed Lives 6hrs Links to UC 2A.4 What kind of world did Jesus want?</p> <p>4.4 Exploring Easter as a Story of Betrayal and Trust 5hrs Links to UC2A.5 Why do Christians call the day Jesus died Good Friday? What do other faiths say about forgiveness?</p>	<p>4.5 Are All Churches the Same? 12hrs Are all places of worship the same? Do people worship God in the same way?</p> <p>UC 2A.1 What Do Christians Learn From The Creation Story?</p>

2 YEAR R E PLANNER

CLASS 4			
YEAR A	<p>5.1 How and Why do Christians read The Bible 11hrs How important are holy books in faiths other than Christianity?</p> <p>6.2 How Do Christians Prepare for Christmas? 5hrs Links to UC 2B.4 Was Jesus the Messiah?</p>	<p>5.3 Jesus The Teacher 6hrs Links to UC 2B.5 What would Jesus do? Links to UC 2B.8 What kind of King is Jesus?</p> <p>6.4 Easter - Who Was Jesus? 4hrs Links to UC 2B.4 Was Jesus the Messiah?</p>	<p>6.6 Ideas About God 8hrs Links to UC 2B.1 What does it mean if God is holy and loving? What names do faiths other than Christianity give to God?</p> <p>5.5 Exploring The Lives of Significant Women In The Old Testament 7hrs Jewish Festival - Purim</p>
YEAR B	<p>6.1 Life As A Journey 10hrs Pilgrimage</p> <p>5.2 Christmas - The Gospels of Matthew and Luke 4hrs Links to UC 2B.4 Was Jesus the Messiah?</p>	<p>6.3 Why do Christians celebrate the Eucharist? 6hrs</p> <p>5.4 Why do Christians believe that Easter is a Celebration of Victory? 5hrs Links to UC 2B.6 (Year 5) What did Jesus do to save human beings?</p>	<p>5.9 Pentecost - What happened next? 6hrs Links to UC 2A.6 When Jesus left what was the impact of Pentecost?</p> <p>6.7 People of Faith 7hrs Hinduism - Gandhi</p>

Collective worship:

Pupils participate in daily worship, either as a class (every Wednesday) or whole school. Whole school worship is led by either a member of the clergy or a member of SLT or UPS staff. School follows the roots and shoots themes and units. This forms the basis of class and whole school worship for each half term.

Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately.

Worship areas in classrooms

Each classroom should have a clear worship area. This should reflect the 'Roots and Shoots' theme for the half term and should change each half term. Each worship area could include: a bible and other books about Christianity; class floor book, probing questions; children's work.

Faith Ambassadors

Each class at the start of every academic year votes for a Faith Ambassador for each year group. Our Faith Ambassadors, supported by the RE lead, Amy Longstaff and the RE Governor, Jo Venn, support the children to lead worship, organise fundraising events and participate in community projects.

Parents

Parents are encouraged to be a part of their child's RE education. Work will be shared at parent's evenings, in class assemblies, in church services and through theme weeks. Experiences will be shared and celebrated via tapestry, seesaw and twitter. Parents and carers are invited and encouraged to attend all of these assemblies and theme weeks throughout a child's time at Emmanuel Holcombe.

Equal Opportunities

The RE curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The RE curriculum takes into account issues of difference: gender, race and ethnicity, and class.

Inclusion

RE is taught in an inclusive way, which values and respects everyone's differences.