



We are a caring Christian community and we believe that every member of the school should feel valued, respected and be treated fairly.

Our vision is:

**‘To be a school where happy children flourish.’**

Our vision and values are at the heart of the school and shows our commitment to supporting children and families and promoting excellent teaching and learning. We are proud to serve the whole community and it is our aim that through working together, we shape the children and the adults within it, to live fully and **‘Love your neighbour as yourself’** Mark 12:31. Loving your neighbour as yourself is something we all want to do.

We are an inclusive school, where everyone has a valuable contribution to make to our school community. Our School Values, based on Christian principles are embedded and reflected in all that we do. These values have been chosen by the school community as a set of moral standards we should understand and try to ‘live’.

### **Aims and objectives**

Religious education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Measham CE Primary School we develop the children’s knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of RE are to help children:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- Develop an understanding of what it means to be committed to a religious tradition
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues
- Have respect for other peoples’ views and to celebrate the diversity in society

### **Teaching and learning style**

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.



Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

We recognise the fact that all classes in our school have children of differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses
- Grouping the children in mixed ability groups, setting tasks which encourage the exchange of ideas, opinions and knowledge through speaking and listening activities
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping the children by ability in the room and setting different tasks for each ability group
- Providing resources of different complexity, adapted to the ability of the child
- Using classroom assistants to support the work of individuals or groups of children
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### **Curriculum planning in religious education**

We plan our RE curriculum in accordance with the Leicestershire LA's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. We teach RE topics in conjunction with other subjects, especially at Key Stage 1. In Upper Key Stage 2 we place an increasing emphasis on independent study of religious themes and topics. The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson.

### **Early Years Foundation Stage**

We teach religious education to all children in the school, including those in Early Years Foundation Stage. In EYFS, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work link to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

### **Contribution of religious education to the teaching of other subjects**

#### **English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and

listening. We also encourage the children to write letters and record information in order to develop their writing ability.

### **Computing**

We use Computing where appropriate in RE. The children find, select and analyse information, using the internet. They also use computing skills to review, modify and evaluate their work and to improve its presentation.

### **Personal, social and health education (PSHE) and citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **Spiritual, moral, social and cultural development**

Through teaching RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and they develop their knowledge and understanding of the cultural context of their own lives.

### **Assessment and recording**

We assess children's work in RE by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment. We record the attainment grades in our mark books, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

The RE subject leader compiles samples of children's work and activities in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school.

### **Resources**

We have resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central store. There is a set of bibles for both key stages and a collection of religious artefacts that can be used to enrich teaching in RE. The school library has a good supply of RE books.

### **Monitoring and review**

The RE subject leader is responsible for monitoring the standards of the children's work in RE. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.