



CROCKERTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

VISION STATEMENT

Within the love of God together we live, learn, care and celebrate.
For each other and for ourselves we aim for the best.

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RE Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	September 2016
Reviewed	
Author	RE Lead, Ex-officio Governor, ratified by The Standards Committee
Next Review	September 2017

The Staff and Governors are committed to ensuring that the Christian faith informs the whole life of the school. As a church school we aim to promote quality Worship and Religious Education and seek to build lasting relationships between the school, church and community. Our school is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deeds of the School. The Governors in consultation with the Head teacher have decided, following advice from the Diocese, to adopt the Wiltshire (Locally) Agreed Syllabus for Religious Education 2011.

Aims in Religious Education

The Principal Aim of RE in Wiltshire is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.¹

Through the teaching of Religious Education, we seek to provide our children with a deeper insight into the Christian faith and to give children the opportunity to develop morally, spiritually, socially and culturally. We recognise the value of every child’s knowledge, ideas and attitudes and we aim to create a secure setting for children to ask ‘challenging questions about the ultimate meaning and purpose of life, beliefs.....issues of right and wrong’.²

Religious Education at Crockerton aims to:

- build knowledge and understanding of the beliefs and practices of Christianity and other principal world faiths
- explore right and wrong within religion and human experience
- give children a chance to reflect on their personal responses to issues of truth, belief, faith and ethics
- consider other people’s responses
- appreciate that for some people, belief in spiritual dimensions is important
- enable children to learn to think and question critically and express their developing ideas, values, beliefs and spirituality
- develop the skills of enquiry, response (using religious vocabulary, investigation and empathy), reflection, expression, interpretation, application, discernment, analysis, synthesis and evaluation of issues of truth, belief, faith and ethics.³
- develop key attitudes including self-awareness, respect for all, open-mindedness, appreciation, wonder and curiosity and critical awareness.

Pupil entitlement

As a core subject, Religious Education is allocated weekly teaching time. Within the Foundation Stage Religious Education is taught as a discrete subject and also through the Early Learning Goals.

In September 2011, we implemented the new Wiltshire Agreed Syllabus. Schemes of work are taken from Discovery R.E. on the following two year rolling programme:

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS2 Potters	Theme	Special people	Christmas	Celebrations	Easter	Story time	Special places
	Key Q	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
	Religion	Christianity Judaism,	Christianity	Islam Judaism	Christianity	Any main faith	Christianity, Islam, Judaism

¹ Wiltshire Agreed Syllabus 2011

² Thinking Together p 1

³ See Appendix 1 for ‘I can’ statements relating to these skills

Thatchers A	Theme	Creation story	Christmas Story	Jesus as a friend	Easter-ressurrection	Shabbat	Diwali
	Key Q	Does God want Christians to look after the world?	Why did God give Jesus to the world?	Was it always easy for Jesus to show friendship?	Is it true that Jesus came back to life?	Is Shabbat important to Jewish children?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?
	Religion	Christianity	Christianity	Christianity	Christianity	Judaism	Hinduism
Thatchers B	Theme	Chanukah	Christmas Story	Passover	Easter-Palm Sunday	The Covenant	Jesus: The teacher
	Key Q	Does celebrating Chanukah make Jewish children feel closer to God?	What gift would I have given Jesus if he had been born in my town?	How important is it for Jewish people to do what God asks them to do?	Was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	How special is the relationship Jews have with God?	Is it possible to be kind to everyone all of the time?
	Religion	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity
Weavers A	Theme	Hindu beliefs	Christmas-Jesus as a gift from God	Jesus' miracles	Easter-Palm Sunday	Prayer and Worship	Rites of passage and good works
	Key Q	How can Brahman be everywhere and in everything?	Has Christmas lost its true meaning?	Could Jesus really heal people? Is there another explanation?	Is forgiveness always possible?	Would visiting the River Ganges feel special to a Non-Hindu?	Do people need to go to church to show they are Christian?
	Religion	Hinduism	Christianity	Christianity	Christianity	Hinduism	Christianity
Weavers B	Theme	Beliefs and Practices	Christmas	Passover	Easter-forgiveness	The covenant	Beliefs and Practices
	Key Q	How special is the relationship Jews have with God?	What is the most significant part of the Christmas story for Christians today?	How important is it for Jewish people to do what God asks them?	What is good about Good Friday?	How special is the relationship Jews have with God?	What is the best way for a Christian to show commitment to God?
	Religion	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity
Foresters A	Theme	Belief into Action	Christmas	Beliefs and moral values	Easter	Prayer and Worship	Beliefs and Practices
	Key Q	How far would a Sikh go for his/her religion?	Is the Christmas Story true?	Are Sikh stories important today?	Did God intend Jesus to be crucified?	What is the best way for a Sikh to show commitment?	What is the best way for a Christian to show commitment?

						t to God?	t to God?
	Religion	Sikhism	Christianity	Sikhism	Christianity	Sikhism	Christianity
Foresters B	Theme	Beliefs and practices	Christmas	Beliefs and Meaning	Easter	Beliefs and Moral Values	Beliefs and Moral Values
	Key Q	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah help Muslims lead good lives? Part1	Does belief in Akhirah help Muslims lead good lives?Part2
	Religion	Islam	Christianity	Christianity	Christianity	Islam	Islam

Key questions could be further explored within the context of British Values, other themed days or PSHE. We take into account the beliefs, viewpoints and ideas of pupils and their families and allow for the exploration of secular philosophies and non-religious world views.⁴

Assessment

Assessment is conducted at the end of each term, is designed to show what pupils know (AT1) and how they apply that knowledge (AT2) and is taken from the Discovery RE materials. Initial, formative and end of module assessments inform future planning. A portfolio of evidence showing two annual examples of work from each year group is kept in the RE folder. Progress in RE is included in the annual report to parents.

The right of withdrawal from RE

We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education in our schools.

⁴ See Appendix 2 for details of breadth of study.

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Appendix 1 - Skills

A broad and secure base of skills which underpins the ability to think, reason reflect and articulate ideas, and that is applicable to the whole curriculum, is vital in giving children access to good Religious Education.

These skills are cumulative across the key stages and include:

- Investigation – I can search for answers.
- Interpretation – I can interpret words, actions, events and symbols and understand the relevance of artefacts.
- Analysis and Evaluation – I can develop an argument.
- Synthesis – I can link ideas to make the bigger picture clearer.
- Application – I can apply learning and knowledge to my own and other people's beliefs.
- Communication – I can communicate my thoughts, ideas, beliefs and values.
- Empathy - I can consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Reflection - I can reflect on feelings, events, relationships, experiences, ultimate questions, beliefs and practices.
- Discernment - I can explain the significance of aspects of religious belief and practice.

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Appendix 2 – Breadth of Study

Religious Education and the Wiltshire Agreed Syllabus 2011

The principal aim of RE in Wiltshire is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.

Pupils will be involved in exploring aspects of religions and beliefs. They will questions and respond in order to enhance their knowledge, skills and understanding.

The Fields of Enquiry for each Key Stage cover the following strands:

- i. beliefs, teachings and sources
- ii. practices and ways of life
- iii. ways of expressing meaning
- iv. questions of identity, diversity and belonging
- v. questions of meaning, purpose and truth,
- vi. questions of values and commitment