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Reach for the Stars



DRAFT Christ Church CE Primary School

Vision, Values and Mission Statement

Vision

Reach for the Stars – Living Life in all its fullness

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.

Values

- ❖ As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of **respect, friendship, love, forgiveness, trust, and perseverance** are at the heart of all school life.

Mission

- ❖ **Our mission is to develop independent learners with active and creative minds whilst providing opportunities to reflect and ask some of the “big questions” of life.**
- ❖ We put the wellbeing and spiritual development of our children first, enabling them all to flourish and be the best they can be.
- ❖ We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.
- ❖ **We seek to engender the joy and wonder of learning by providing a** creative and challenging curriculum using the local community and beyond which makes learning vivid, real, enjoyable and fun.
- ❖ **We promote moral development, aspiration and hope. We provide opportunities for our children to engage in social action and be courageous advocates for change in our local, national and global communities.**
- ❖ **We develop social growth and an understanding and compassion for others. Through the practice of forgiveness and reconciliation we encourage good mental health to enable all to live well together.**

- ❖ **We create a school environment that embraces difference where all children are equal. We cherish ourselves and each other and form healthy relationships offering respect, kindness and dignity.**
- ❖ We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them. We encourage partnerships with governors, parents, our local parish community and the diocese. We promote partnerships locally, nationally and globally in order to become active citizens, global champions and responsible stewards of our world.



Christ Church CE Primary School Religious Education Rationale

Reach for the Stars – Living Life in all its fullness (John 10:10)

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.

As a church school, our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of **respect, friendship, love, forgiveness, trust and perseverance** are at the heart of all school life.

School Context:

Number on roll: 147

FSM6 pupils: 55% (Q1; National Average: 23%)

SEND: Support: Q3; EHCP: Q3

EAL: 70% (Q1; National Average: 21%)

Ethnicity: 25% White British; 75% split between 10 ethnic groups

Stability: 67% (Q5; National Average: 86%)

Deprivation: Q5 (most deprived) for location and pupil base

Intent

At Christ Church, all children will become religiously literate. They will show an informed and respectful attitude to religions and non religious worldviews in their search for God and meaning which will inspire them to succeed as they reach for their star in life.

Children will become:

- Religiously literate; having the knowledge of and the ability to understand religion. Which is increasingly important as our school, local community and country become ever more diverse. Religious literacy also for development of our own sense of identity and that we are respectful of all faiths and cultures too.
- Able to give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

- To have an understanding of the Bible and its chronology. Developing and ever increasing understanding and number of Biblical texts; exploring their meanings, moral messages and the core values of Christianity, including **respect, friendship, love, forgiveness, trust and perseverance**. Taking the time to explore their meaning personally and also why they are at the heart of all school life.
- Understand how in Christianity, the Gospels highlight the role of Jesus as a shepherd who guided, cared for and ultimately laid his life down for his flock.
- To understand that Christianity is the religion that has most shaped British culture and heritage.
- 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.
- To explore the key commandments and teachings in the Bible. To 'Love the Lord your God with all your heart and with all of your soul and with all of your mind and to love your neighbour as yourself and do to other as you'd have them do to you.' Matthew 22 V34-40. Exploring how this message can be translated into modern day society.
- To have knowledge of all major living world faiths and understand that faith influences the lives of people worldwide.
-

Implementation

Implementation

Our curriculum sets the context for open exploration of religions and beliefs. Pupils can encounter diverse religious traditions alongside non-religious worldviews, presenting a broad and flexible strategy that allows for different traditions.

As they progress through the school, all children will:

- Receive a quality education with a layered learn approach, ensuring that learning is built upon and developed further regularly.
- Experience a vocabulary rich curriculum, broadening the knowledge and terminology the children have as they mature. With a high proportion of children with English as an additional language, a strong focus on increasing their ability to use, explain, read, spell and pronounce technical terms using specialised support will ensure they succeed.
- Make sense of beliefs. Identifying and making sense of core religious and non-religious concepts and beliefs. Understanding what these beliefs mean within their traditions; recognising how and why key religious texts are used, expressed and interpreted in different ways, and developing skills of interpretation.
- Making connections. Reason about, reflect on, evaluate and connect concepts, beliefs and practices studied. Allowing pupils to challenge ideas and the ideas to challenge pupils' thinking, discerning possible connections between these ideas and pupils' own lives and the ways they understand the world.

- Understanding the impact. Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Impact

Our school community can expect a Religious Education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian and other core faiths.

- The children, regardless of background are able to communicate with confidence, have developed age appropriate religious literacy which generates the ability to critically analyse, make connections and understand the impact of religion both their own and on believers' lives.
- In our school, the deeply Christian foundation will be seen in teaching and learning both in RE and across the curriculum.
- The vision we have for RE in school is that the children will develop spiritually, physically, intellectually, emotionally, morally and socially and use their developed understanding of these values to become secure in themselves and draw upon these foundations as they succeed in their in their lives.
- Children will be respectful and tolerant of the diverse society that shapes modern day Britain.
- The children will have an appreciation of British values, customs and traditions. This will feed into a strong sense of self and a confidence to pursue their own religious identity.
- The children will be mindful and respectful of the diversity that exists within their local community.
- Explore the world, enjoying God's creation.
- Be stewards of Earth, caring for the world and everything in it.
- Have an understanding of key Christian and other religious festivals, sharing in traditions and customs celebrated both locally and globally.
- To have enjoyed learning and progressing in RE. They are inspired and motivated to progress well beyond Key Stage 2 with the solid foundation and ambition that will take them all the way to their own special star in life.

The Parable of the Lost Sheep Luke 15 New International Version (NIV)

Christ Church has chosen the story of the Good Shepherd to represent our school. This story has been chosen because we are all shepherds caring for each individual child; every last one is important. But the role of sheep and shepherd is interchangeable. Sometimes even staff can be sheep and governors have been the shepherds. Children too can be shepherds as they show kindness and thoughtfulness towards each other and adults in school. The whole school family supports and cares for each other and staff, children and parents change roles.

15 Now the tax collectors and sinners were all gathering around to hear Jesus. ² But the Pharisees and the teachers of the law muttered, "This man welcomes sinners and eats with them."

³ Then Jesus told them this parable: ⁴ "Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? ⁵ And when he finds it, he joyfully puts it on his shoulders ⁶ and goes home. Then he calls his friends and neighbours together and says, 'Rejoice with me; I have found my lost sheep.' ⁷ I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent."



Introduction

Christ Church CE Primary is a church school with Christian values running through all aspects of school life. Religious Education is seen as an important core subject as it enables pupils to learn about and from religions. It can promote the spiritual, moral, cultural and social development of our pupils that enables them to achieve their full potential.

The school has a positive Christian Ethos and gives pupils, staff and the whole school community the opportunity to experience the Christian way of life. Its values are rooted in the teachings of Christianity and these are made explicit. Our mission statement *Reach for the Stars*, encapsulates our belief that everyone should be the best they can be.

The legal requirements governing Religious Education are set out in the Education Reform Acts of 1988 and confirmed by the Education Acts of 1996 and 1998.

The requirements are as follows:

- Religious Education must be provided for all registered pupils in maintained schools, including those in reception classes and sixth forms.
- Religious Education in voluntary aided schools must be provided in accordance with the Trust Deed of the school and the wishes of the Governing Body.
- Parents have the right to withdraw their children from Religious Education and this right should be identified in the school prospectus.
- Religious Education must not be denominational but teaching about denominational differences is permitted.
- The Educational Reform Act (1988) states that 'Religious Education must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country.' The Diocesan agreed syllabus meets the above requirements.

The Aims of Religious Education

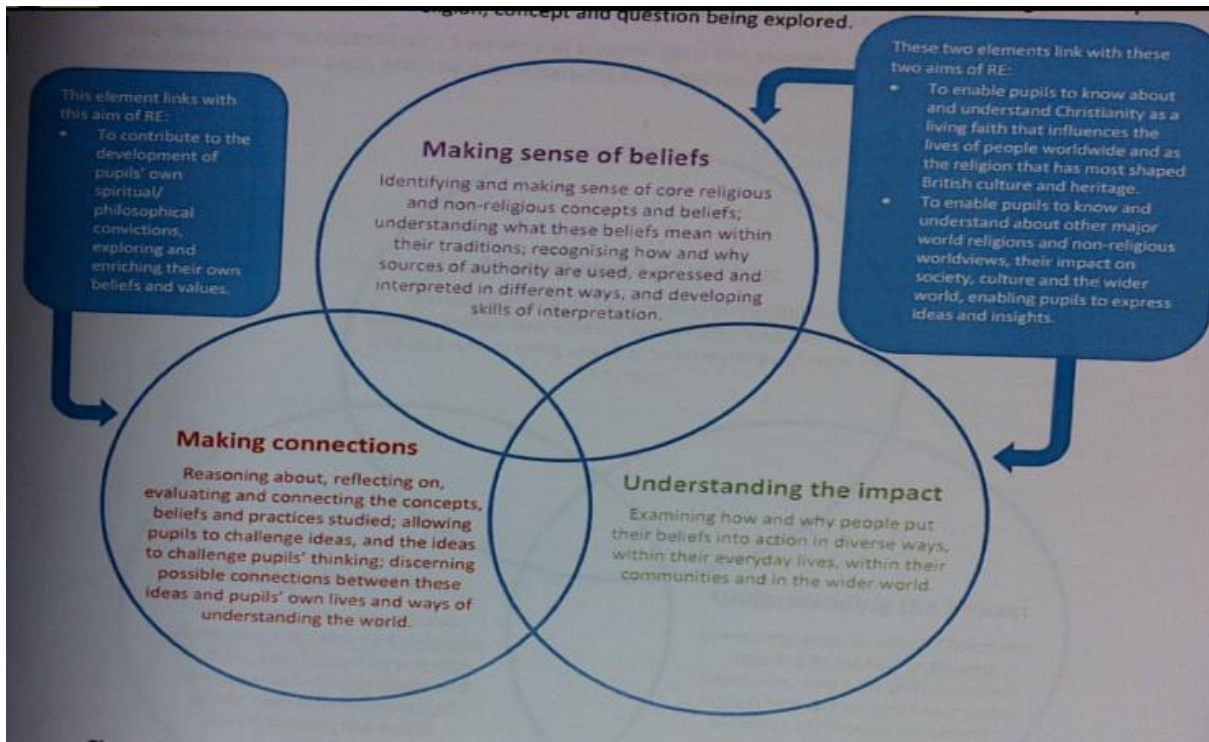
Religious Education should help pupils to:

- Develop spiritual, moral, social and cultural development, and prepare them for the opportunities, responsibilities and experiences of life;
- Acquire knowledge and understanding of Christianity as a worldwide, multicultural living faith;
- Acquire knowledge and understanding of the principle religions other than Christianity, religious communities and secular views which are represented in Great Britain;
- Develop understanding of the ways in which religious beliefs and secular views influence the values, practices and behaviour of individuals, communities, societies and cultures;
- Develop the ability to make decisions and judgements about religious and moral issues based on careful consideration of argument, with reference to the teachings of Christianity and other principal religions represented in Great Britain.
- Address fundamental questions about life and assisting personal search for meaning and purpose through consideration of the beliefs and teachings of Christianity and other principle religions represented in great Britain;
- Reflect on personal belief, experience and values in the light of their study of religion, whilst growing in self confidence and knowledge;
- Develop positive attitudes towards other people who hold different views and beliefs;
- Develop the capacity to form individual attitudes and beliefs based on considered opinions even though they may differ from the majority;
- Cultivate feelings of wonder, delight and mystery and to reflect upon the natural world;
- Foster an attitude of fair-minded enquiry towards a whole range of religious and non-religious convictions;
- Encourage respect, understanding and tolerance of those who adhere to different faiths and the ability to recognise prejudice;
- Extend pupils' awareness that people do commit themselves to causes and beliefs;
- Reflect theologically and explore the ultimate questions and challenges of life in today's society.

To enable the children to progress well, teaching and learning will encompass three elements during the course of their time at Christ Church. They will spend time identifying and making sense of core religious and non religious concepts and beliefs. They will understand the impact of key events, allowing them to examine how and why people use their beliefs and put them into action in diverse ways. They will also make connections from their learning; reasoning about, reflecting on, evaluating and connecting concepts, beliefs and practices studied

(Dioceses of Newcastle and Durham Diocesan Syllabus for RE 2018)

This can be expressed distinctively as:



Taken from the Religious Education in Church of England Schools: A Statement of Entitlement 2016:

'In a Church of England school, the children and their families can expect a Religious Education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith.'

Taken from the National Society *Excellence and Distinctiveness Guidance on RE in Church of England Schools* document (2005)

Schools play a significant role in shaping the beliefs, values and world view, sense of identity and self-worth of each new generation.

Steve Chalk, *Generation to Generation* published by Scripture Union and Fanfare

1. Provision for Religious Education

Time for Religious Education

Key Stage 1 36 hours per year (e.g. an hour a week or less than an hour plus a series of RE days)

Key Stage 2 45 hours per year (e.g. an hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE days)

Curriculum time for Religious Education is distinct from time spent on collective worship.

2. Religious Education Scheme of Work

The school follows the scheme of work and guidelines produced by the Diocese of Durham board of Education and the Newcastle Diocesan Education board. Please refer to the detailed scheme of work for further guidance.

3. Planning

Each teacher needs to ensure that the religious education offered to each child is carefully planned and matched to the child's ability and level of understanding. It should raise the child's awareness of and understanding of the nature of faith and help develop attitudes of respect and tolerance towards others. Planning should be differentiated accordingly to ensure inclusive practice, and that any children with SEND are able to access the learning accordingly. Long term planning is based on the requirements of the scheme of work from the Dioceses of Durham and Newcastle Diocesan syllabus and the Understanding Christianity resource and an understanding of the needs and abilities of our pupils. Medium term plans outline the programme for the forthcoming half term for each year group and are based on the units from the scheme. Teachers use the units of work provided in the detailed schemes of work. Each unit is dated, highlighted and annotated on a weekly basis to show clearly which objectives that are the focus of that week. When planning, teachers have a responsibility to consider the balance of opportunities in the subject and differentiation.

Progression

Christ Church CE Primary uses the units from the agreed Religious Education syllabus supplied by the Diocese of Durham Board of Education/ Newcastle Diocesan Education board to ensure that progression is appropriate. The required units of work are taught for the given year group and the based upon the cohort of children and prior knowledge the pupils have, supplementary units are then taught. The Diocese recommends that school use the Understanding Christianity resource to allow for progress. The resource allows for this as with its spirals approach, the children can revisit, build upon and continue to develop key ideas under the umbrella of The Big Story. The Big Story approach allows for chronology to be understood as it explores the Bible as have 8 key events. 4 from the Old

Testament and 4 from the New, giving children a timeline in which to place events when developing their knowledge.

4. Assessment

Assessment is an integral part of the syllabus and must be included in teachers' planning. Christ Church CE Primary uses teacher assessment on a half term basis. Teacher judgements are made termly, alongside an assessed piece every term, determining whether or not the children are at ARE. If a child is orally able to articulate knowledge, yet unable to record, teachers are to scribe answers. This will ensure correct judgements and inclusive practice. A numerical score is then given based upon the judgement made. This is used to monitor progress and development.

Religious Education is not subject to nationally prescribed attainment targets, programmes of study and assessment arrangements. However, there are good reasons for a system of assessment in Religious Education to:

- monitor pupil progress;
- monitor the effectiveness of teaching;
- provide feedback to pupils on the quality of their work;
- enable pupils to reflect on their work;
- help pupils to acknowledge their achievements;
- provide a basis for giving parents an account of their child's learning and development;
- give an idea of levels of achievement in RE.

Above all, assessment is an integral part of the planning process. The form of assessment is chosen to ensure the fulfilling of the teaching objectives listed in the Diocesan Syllabus. The teaching outcomes, together with the learning outcomes, which indicate what pupils might be able to do as a result of their work in RE, form the basis of the assessment of the pupils.

At Christ Church CE Primary, we concentrate assessment on learning throughout the course of a term. We use our own records based on the 3 strands of learning as outlined by RE Today. We use the end of unit knowledge building blocks in conjunction with work produced by the pupil to make a judgement about each pupil's progress.

A variety of assessment techniques are used including visual, oral, written and diagrammatic tasks as suggested in the Medium Term Planning.

Each teacher will be responsible for keeping a record of progress made by pupils in his/her class. Progress in RE is reported to parents on an annual basis in a written report and orally at biannual Parents' Evenings.

5. Assessment Tracking

Each term, a point score is given relating to where the child is currently in their stage of development. This is then inputted onto a data tracker for the class and a traffic light system is in place to monitor progress. Those who have made 1 point progress are highlighted green, those who have made 2 are highlighted yellow and those who have not made progress are red. Progress and attainment are then analysed and a clear image of the child is ascertained. The data is analysed as a class so that the progress and attainment of different groups can be monitored for example SEN, EAL and G and T.

Scores	End of YEAR expectations	Reception	Exr	Data	Year 1 Autumn 2	Year 1 Spring 2	Year 1 Summer 2	Year 2 Autumn 2	Year 2 Spring 2	Year 2 Summer 2	Year 3 Autumn 2	Year 3 Spring 2	Year 3 Summer 2	Year 4 Autumn 2	Year 4 Spring 2	Year 4 Summer 2	Year 5 Autumn 2	Year 5 Spring 2	Year 5 Summer 2	Year 6 Autumn 2	Year 6 Spring 2	Year 6 Summer 2	
1	Emerging ELG																						
2	Expected ELG																						
3	Exceeding ELG																						
4	Emerging Year 1 Objectives																						
5	Developing Year 1 Objectives																						
6	Secure Year 1 Objectives																						
7	Emerging Year 2 Objectives																						
8	Developing Year 2 Objectives																						
9	Secure Year 2 Objectives																						
10	Emerging Year 3 Objectives																						
11	Developing Year 3 Objectives																						
12	Secure Year 3 Objectives																						
13	Emerging Year 4 Objectives																						
14	Developing Year 4 Objectives																						
15	Secure Year 4 Objectives																						
16	Emerging Year 5 Objectives																						
17	Developing Year 5 Objectives																						
18	Secure Year 5 Objectives																						
19	Emerging Year 6 Objectives																						
20	Developing Year 6 Objectives																						
21	Secure Year 6 Objectives																						
22	Exceeding Year 6 Objectives																						

Progress	Term				No. included
	0	1	2	3+	
Au					
Sp					
Su					

Names in **bold** are PP children

Attainment	Term				Pupils in Class
	No. B ARE	No. WT ARE	No. Exp. ARE	No. Exc. ARE	
Au2					
Sp2					
Su2					

6. Monitoring and Evaluation

Religious Education is part of our monitoring and evaluation timetable. Monitoring is completed by the head teacher and RE co-ordinator. The link governor for RE is also involved and receives reports which are tabled at governor meetings. A portfolio of work is being developed and used to monitor and evaluate pupil progress and attainment. We also compare work as a school, with whole school moderation. The RE Lead and Head Teacher attend city wide moderation and leadership training, giving an opportunity to moderate work with other schools leaders and RE leads.

6. Resources

Religious Education has an annual budget and resources are kept in a central location in the staff room. Resources are stored in themed boxes. Teachers are also members of the North East Resources

Centre at Church House. Understanding Christianity supported resources are available online. All teaching staff have a login giving access to these.

Enrichment opportunities both at school and at Places of Worship are encouraged and we are currently creating a list of visitors/visits which would enhance the RE teaching in school.

7. Inclusion and arrangements for dealing with parental request for the withdrawal of pupils from Religious Education

One aim for Religious Education states that Religious Education should help pupils to develop a positive attitude towards other people, respecting their right to hold different beliefs. This aim applies to those people and beliefs encountered both inside and outside the classroom, and it is often the former which can present the greatest challenge.

- Some pupils will come from religious homes and some of these pupils will volunteer information and presentations about their experiences. Some of their experiences of religious rituals and celebrations may differ from the accounts in textbooks. Within any one of the faith traditions, there will be common beliefs but a diversity of practices. Such diversity should be acknowledged and respected.
- Other pupils from religious homes may be reticent about expressing their beliefs and rituals publicly. Their beliefs and reticence should also be respected.
- Many pupils will come from homes with no religious affiliation and these pupils should also be acknowledged and respected. These pupils will have beliefs and values, albeit not stemming from religious tradition and Religious Education teachers can help them to articulate their world views.
- There will be some pupils whose parents have exercised their right to withdraw their child from all or part of the Religious Education programme, for example, children who are Jehovah Witnesses may be able to participate in much of the Religious Education programme but will be withdrawn from the lessons dealing with the celebration of festivals. Teachers might review whether their teaching about festivals in Religious Education is sufficiently balanced in relation to other aspects of the Religious Education programme and whether it might be possible for those pupils to engage in parallel tasks which do not compromise their beliefs. The degree of withdrawal required from Religious Education should be negotiated with parents or guardians in order to respect the commitments of all.

8. Contribution of Religious Education across the curriculum Spiritual, moral, social and cultural development

Religious Education provides opportunities to promote *spiritual development* through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth;
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices;
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and community identity;
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God;
- valuing relationships and developing a sense of belonging;
- developing their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to promote **moral development** through:

- enhancing Christian values particularly valuing diversity and engaging in issues of truth, justice and trust;
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders;
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion about values and ethical codes of practice,
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity;
- considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to promote **social development** through:

- considering how religious and other beliefs lead to particular actions and concerns;
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions;
- articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious Education provides opportunities to promote **cultural development** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures;
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Promoting Citizenship

Religious Education plays a significant part in promoting Citizenship and fundamental British values through:

- developing pupils' knowledge and understanding of the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combating discrimination;
- enabling pupils to think about topical spiritual, moral, social and cultural issues, including the importance of resolving conflict fairly;
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally;
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

Promoting Personal, Social and Health Education

Religious Education plays a significant part in promoting Personal, Social and Health Education through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, moral decision-making and being encouraged to share their opinions;
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views;
- developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Promoting key skills

Religious Education provides opportunities for pupils to develop the key skills of:

- **communication** through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insights about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments;
- **application of number** through calendrical reckoning, collecting, recording, presenting and interpreting data involving graphs, charts and statistical analysis;

- **computing** through using the internet to research information about religions and beliefs, teachings and practices, using email to communicate and analyse information with people of differing beliefs and cultures, using spreadsheets and databases to handle and present data relevant to the study of Religious Education;
- **working with others** through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity;
- **improving own learning and performance** through setting targets as part of Religious Education development, reviewing their achievements and identifying ways to improve their own work;
- **problem solving** through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.

Promoting other aspects of the curriculum

Religious Education provides opportunities to promote:

- **thinking skills** through helping pupils to research, select, interpret and analyse information from religious traditions, reflect and question their own views and ideas and those of others and communicate their ideas in a variety of ways;
- **financial capability** through considering the responsible use of money, the importance of giving and the ethics of wealth, debt, poverty, gambling, business and investment;
- **creativity and culture** through considering the scope of human nature, sources of inspiration and discovery, connections with beliefs, values and forms of artistic expression, appreciating the value of cultural distinctiveness and reflecting on beauty, goodness and truth in creative and expressive arts;
- **education for racial equality and community cohesion** through studying the damaging effects of xenophobia and racial stereotyping; the impact of conflict in religion, and promotion of respect, understanding and cooperation through dialogue between people of different faiths and beliefs,
- **effective contributions to scientific, medical and health issues** through exploring the nature of humanity and human interaction with the world, exploring developments in genetics and medicine and their application and use and exploring concepts of health and well-being and their promotion;
- **links to employment, vocations and work-related learning** through a focus on individual sense of purpose and aspiration in life, and through considering the appropriateness and relevance of Religious Education to a wide range of employment opportunities and development of spiritual and ethical issues linked to the world of work;

- **education for sustainable development** through helping pupils consider the value of life, the importance of looking after the environment and studying the ways in which religious beliefs and teachings have influenced attitudes to the environment and other species.

9. The Role of the RE co-ordinator

The RE co-ordinator works in conjunction with the HT as curriculum manager. The role of the subject leader is to increase pupil progress and raise attainment in RE and involves:

Policy, Knowledge and Development:

- Prepare a whole school policy
- Organise whole school plans and schemes of work which cater for progression
- Select religions to be studied from the options at each key stage
- Ensure that the curriculum is sufficient (the Statement of Entitlement 2016 says that this should be close to 10% but no less than 5%).
- Devise appropriate procedures for planning, assessment, recording and reporting pupils' work in line with whole school policy
- Ensure SEN, EAL and gifted and talented school policies are promoted in RE
- Promote RE with staff, pupils, parents and governors
- Promote display of pupils' work in RE, in scrapbooks, reflective areas and as whole school display.
- Audit available resources, buy new ones and deploy appropriately
- Keep up to date with local and national developments.
- Ensure that staff receive current and innovative training which will aid their professional development.

Monitoring:

- Review, monitor and evaluate provision and the practice of RE
- Identify trends, make comparisons and know about different groups
- Monitor planning, checking for clarity of outcomes and aspects of differentiation
- Provide observation feedback and report on findings
- Sample pupils' work
- Evaluate outcomes for pupils in RE for progress and attainment.
- Set overalls school targets for improvement

Supporting and Advising

- Prepare a subject action plan, including short and long term targets and a funding policy which builds upon existing practice and strives for continuous improvement
- Lead curriculum development and ensure staff development through courses, in school meetings and training
- Keep up to date with new development and resources
- Support non specialist teachers and staff
- Work alongside colleagues to demonstrate good practice
- Prepare statements about RE for parents, governors and as required

- Ensure that parents and children are involved in the process.

As taken from Diocesan Syllabus for Religious Education in the Diocese of Durham and Newcastle.

This policy will be reviewed every two years.

RE Overview 2019-2020

	First	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	The Big Story- Exploration, representation of pictorial cues.	F1 Creation	F2 Incarnation	F4 Being special, where do we belong?	F3 Salvation	F5 Which places are special? Why?	F6 Which stories are special and why?
Year 1	The Big Story- Exploration, creation of class timeline and representation of pictorial cues. Photograph into books.	1.1 God	1.3 Incarnation	1.10 How do we care for the world? Replaced 1.4 Gospel after updated guidance.	1.5 Salvation	1.8 Who am I? What does it mean to belong?	Who is Muslim and what do they believe?
Year 2	The Big Story- Exploration, creation of class timeline and representation of pictorial cues. Create own timeline into books.	1.2 Creation	1.3 Incarnation	1.4 Gospel* Moved 2 Year 2 this year in line with updated guidance	Salvation 1.5	What makes places sacred?	1.7 Who is Jewish and how do they live?
Year 3	The Big Story- Exploration, creation of class timeline and representation of pictorial cues. Create own timeline into books.	2a.1 Creation	2a.3 Incarnation	L2.4 What kind of world would Jesus want?	2a.5 Salvation	L2.7 What does it mean to be a Hindu in Britain today?	L2.9 What are the deeper meanings of festivals
Year 4	The Big Story- Exploration, creation of class timeline and representation of pictorial cues. Create own timeline into books.	2a.2 People of God Buddhism	2a.3 Incarnation	2.a4 Gospel	2a.5 Salvation	L2.6 When Jesus left, what next?	L2.10 How and why do believers show their commitments during the journey of life?
Year 5	The Big Story- Exploration, creation of class timeline and representation of pictorial cues.	2b.1 What does it mean if God is loving and holy?	2b.4 Incarnation	2b.3 People of God	2b.6 (Y5) Salvation	U2.8 What kind of king is Jesus?	U2.9 What does it mean for Muslims to follow God?

	Create own timeline into books.						
Year6	The Big Story- Exploration, creation of class timeline and representation of pictorial cues. Create own timeline into books.	U2.2Creation and science: Conflicting or complementary?	2b.4 Incarnation	U2.5 Gospel	2b.6 (Y6) Salvation	U2.7 What difference does the resurrection make for Christians?	U2.11Why do some people believe in God and some people not?