

ST JAMES C.E. INFANT SCHOOL

POLICY FOR

RE



The following stakeholders were consulted in the process of drawing up this policy:

- Governors
- Staff
- Diocese

Date approved: May 2016

Date of review: April 2018

Member of staff responsible: Tricia King

R.E. POLICY

Introduction

St. James CE Infant School is a Voluntary Aided School which celebrates Christian faith and in which Christian values are the focus of our daily activities.

As required by the 1996 Education Act, we provide R.E. for all children and see it as an important subject. It is part of the basic curriculum for all pupils.

In a Voluntary Aided school, R.E. is the responsibility of the Governing Body, and it is their responsibility to uphold the Church of England Foundation of the school.

The expression of Christian faith within the school involves mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Aims

Religious Education has a special part to play celebrating Christian faith and in encouraging the spiritual, moral, social, and cultural development of each pupil.

We aim to enable pupils:

- To gain a secure knowledge and foundational understanding of Christianity with particular reference to the Anglican Church, with St. James' Church as our local example.
- To grow and develop in their own beliefs, values and behaviour, by reflecting on religious beliefs, practices and stories.
- To develop key skills especially questioning, making links and reflecting.

In line with our school's vision and values we want to:

- Promote and nurture our Christian Values; particularly friendship, thankfulness, forgiveness and trust, within a happy school community where every child feels valued.
- Create an environment which develops children's self esteem and sense of worth.
- Make learning exciting, challenging, creative and memorable.
- Make RE accessible to all children.
- Continue to care for the environment and the wider world and be actively involved with our community.

Approach

In line with the school vision we aim to:

- Provide all children with exciting, creative and challenging opportunities, in an environment where they are confident to 'have a go' and can fulfil their own potential.
- Develop life-long learning skills, especially those related to RE.

- Value diversity because each child is special. As a Voluntary Aided school with a strong Christian focus, we also acknowledge that we have a range of faiths represented among the children. Each child is treated with respect and is both welcomed and encouraged to express their opinions and share experiences. We also give plenty of opportunities for children to share cultural experiences within the wider curriculum.
- Focus on a Christian foundation. Our Infant School is seen within the context of the children's whole Primary Education and in the Junior School they will get to explore a wide range of other faiths. Year 2 Children have a brief introduction to Judaism to give them the opportunity to begin to notice similarities and differences between two religions.

RE is taught as a separate subject in the Foundation Stage. As well as contributing to the Early Learning Goals, it also lays a foundation of learning about Christianity.

Each child in Key Stage One has their own book specifically for R.E. learning but much of the learning takes place in other ways such as art, drama and discussion and some examples of this are kept in a school folder. In Reception each class has a Class Book which records some of the activities and the children enjoy looking at it. We always have an RE display in the main corridor to celebrate and extend children's learning, and classes regularly have their own displays too. We have effective links with St. James Church and its clergy. Teaching is differentiated as appropriate.

The Syllabus

The Key Stage 1 syllabus that the Governing Body has approved was written specifically for St James by Tricia King (2015). It is a creative approach that fits in with St James' style of learning in other curriculum areas and each unit takes the children on a 'treasure hunting journey'. Except for one Year 2 unit on Judaism, the scheme is Christian with an Anglican focus. Every unit is tied into a key question. The Foundation Stage Syllabus is a scheme recently written by the Suffolk Diocese with the help of two teachers from St James. It has been adapted for our school and also centres on a key question for each unit.

Time

Following the advice of the Diocese we devote at least five percent of curriculum time to R.E. which is about one hour a week. This is in addition to the time given to Collective Worship. We also have a number of special 'whole school RE Days' which include Christmas and Easter. The majority of our school curriculum is topic based and we include extra RE in this when appropriate.

Subject Leader

Tricia King

Attainment Targets

The aims of Religious Education are encompassed in two attainment targets and both are equally important and we want to give children a balance of both.

1 – Learning about religion.

- Knowledge, skills and understanding of religious beliefs, teachings and sources.
- Knowledge, skills and understanding of religious practice and ways of life.
Knowledge, skills and understanding of forms of expression.

2 – Learning from religion.

In the light of their learning, to express their responses and insights, with regard to questions and issues about:

- Identity and belonging.
- Meaning, purpose and truth.
- Values and commitments.

(Taken from the non-statutory national framework for Religious Education).

Note: As an infant school we recognise that sometimes the children's own experiences of concepts in AT2 need to be covered first to help them learn about religion (AT1).

Assessment

The school's Assessment and Marking Policies are followed. (See separate policies). We assess using the non-statutory national framework attainment targets. Recording (from 2016) is on a sheet that is in line with other subjects and shows whether the child is emerging, expected or exceeding in RE.

Assessment for Learning is built into both planning and lessons.

Participation and withdrawal.

We believe that R.E. lessons are a valuable part of the curriculum of St. James Infants but parents do have a right to withdraw their child from all or part of it. Before making this decision we would encourage parents to discuss this with the Head Teacher and to come to a written agreement. Parents need to be aware that the Christian ethos of our school influences our whole curriculum.

Appendix 1

Explanation of Treasure hunting Journeys - Key Stage 1

Each unit of RE is like a learning journey of its own. Religion is often talked about as a journey through life and a journey of ongoing discovery about God.

The stages of a treasure hunting journey are:

The Journey Preparation

Suitcase arrives in class with resources for the journey and the key question for the unit. The class examine the contents of the case and ask questions. The teacher discusses with the children where the journey is going to take them.

Plan the route

A short part of a session where the class map out the journey together using a rope on the ground and a X made of sticks to mark where the class hope to find treasure. The objects from the suitcase are placed along the journey.

On the journey

Exploration, teaching and challenges. The children learn about religion and from religion, (AT1 And AT2) and everything relates back to the key question.

Find the treasure

At the end of each journey the class 'looks for treasure'.

They sit in a circle with a big treasure box.

The children are all given a piece of gold card to put down thoughts relating to the key question. The teacher explains that these thoughts are amazing treasure and the children get to share their treasure one at a time and put it in the treasure box. The treasure box then gives the children something to remember the unit of learning!

'I can't wait to tell you!'

When you get back from a special journey you can't wait to share it with someone!

This is the opportunity for the child to make a creative response to the learning journey.

Appendix 2

Overview of Syllabus

Summary of Foundation Stage 2016

Term 1

Key question - Why are some words more special than others?

The unit explores the idea of 'God' being a holy or special name and the Christian belief in God as Creator. It starts with the children recognizing that their own names are special. It lays foundations for understanding the Christian belief that the universe is not random but the creation of a holy God, who designed and gave life and purpose to our world. The children will know that they can design and create and what it feels like to be pleased with something that they have done. They will know that their own name is special.

Term 2

Key question: 'Why do Christians perform nativity plays at Christmas?'

This lays a foundation of understanding that Christians believe they encounter God in Jesus. God sent his son to the earth to be born as a baby and this birth is celebrated at Christmas.

The children will explore the excitement of celebrations.

Term 3

Key Question: 'What makes every single person unique and precious?'

This unit lays a foundation of understanding of the Christian belief that all humans are made in the image of God. Each of us is known and loved by him. Christians believe that they can know God personally because he sent his Son Jesus to the earth as Emmanuel which means God is with us.

The children will understand why and who thinks that they are special and precious.

Term 4

Key Question: 'Why do Christians put a cross in an Easter Garden?'

This unit lays foundations for understanding that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin and new life with him in heaven. The cross symbolises these beliefs.

The children will explore celebrations in their own family.

Term 5

Key question: 'How can we help others when they need it?'

This unit is underpinned by the idea of 'salvation' as expressed in the Christian faith. Salvation means 'being rescued' or 'offering help'. Jesus' name actually means 'saviour' or 'rescuer'. Jesus paid the ultimate price by dying for others and, even for humans, helping can be costly and requires collaboration. The children will explore how we can help others at home and at school.

Term 6

Key question: 'How can we care for our wonderful world?'

This unit lays a foundation for an understanding that Christians believe humans are a special part of God's creation and have a God-given responsibility to care for the incredible world we all share. The children will explore how they can care for the world.

	Overview of Key Stage 1, Year 1
<p>Term 1</p> <p>Underlying Key Concept People of God</p>	<p>Why is the Bible the most popular book ever?</p> <p>This unit is looking at the Bible as the Christian special book and why the Bible is important to Christians.</p> <ul style="list-style-type: none"> • It starts by looking at books and thinking what we like about them. • It tells the story of Mary Jones who was a Welsh girl in history who was desperate for a Bible. (Bible Society) • Overview – reflective story introducing the whole Bible. • Most of the unit is exploring some of the Old Testament stories: David, Daniel and Moses • The Bible is like a map to help through life’s journey. • Finding the treasure – what answer would you give to the key question? • What have you learnt from the Bible?
<p>Term 2</p> <p>Underlying Key Concept Incarnation</p>	<p>What is the real story behind the Christian celebration of Christmas?</p> <p>This unit links the preparation and celebration of Christmas to the Christian story of Christmas and its importance for Christians.</p> <ul style="list-style-type: none"> • Exploration of celebration. When and how do we celebrate? • Celebrations usually have a reason or story behind them. • Sort Christmas cards into those about the fun of celebrating and those about the real Christmas story. • Explore the story. • Emmanuel – God with us. • Link to your own class part of the Nativity Story. • Treasure – answers to the key question. • Creative response
<p>Term 3</p> <p>Underlying Key Concept Gospel</p>	<p>What could a Christian learn from the stories that Jesus told? What can I learn?</p> <p>This unit explores some of the parables – stories that Jesus told that had meanings.</p> <ul style="list-style-type: none"> • Introduce stories with a meaning through ‘The Hare and the Tortoise’ by Aesop • Jesus as story teller: Explore 4 stories that Jesus told with a wide range of challenge activities then think of possible meanings and things that could be learnt through hearing these stories. <p>-The Lost Sheep</p>

	<p>-The lost coin</p> <p>-The lost Son</p> <p>-The Good Samaritan.</p> <p>Treasure - answers to the key questions</p> <p>Write your own story with a meaning.</p>
<p>Term 4</p> <p>Underlying Key Concept</p> <p>Salvation</p>	<p>What emotions did people feel during the Easter story?</p> <p>This unit gives an overview of the whole Easter story and the children should be able to tell some parts of it. They will have explored the emotions of the people in the story. They will also begin to understand the importance of Easter for Christians.</p> <p>They will have learnt more about emotions and recognising feelings and will be able to recognise their own emotions and feelings and those of others. They will begin to empathise with others and this should also impact their own behaviour.</p> <ul style="list-style-type: none"> • Explore emotions and empathy. • Palm Sunday story explored outside. • The Last supper • Jesus in the Garden of Gethsemane • Jesus death • Jesus’ resurrection <p>(Practical challenge activities linked to stories and emotions for each part above)</p> <ul style="list-style-type: none"> • Treasure and answers to the key question – own response. • To be done after Easter . <p>Reflection on the Easter holidays and any Easter celebrations that went on from just eating chocolate to being part of church celebrations and services.</p> <p>What were your emotions?</p>
<p>Term 5</p> <p>Underlying Key Concept</p> <p>Kingdom of God</p>	<p>What is special about the church? (includes Pentecost)</p> <p>This unit explores what Christians believe about the church.</p> <ul style="list-style-type: none"> • Birthdays and the birthday of the church – When it began. • The story of Pentecost (Told around the fire pit outside with linked outdoor activities eg relating to the wind) • Spreading good news. • The Church – the people who follow God and are called Christians across the world. • Local church – why do Christians meet in buildings? • Find out about St James Church. • (Lots of practical challenges linked to the above) • Treasure linked to key question and creative response.

<p>Term 6</p> <p>Underlying Key Concept</p> <p>Kingdom of God</p>	<p>What is prayer?</p> <p>This unit is exploring what Christians believe about prayer.</p> <ul style="list-style-type: none"> • It begins by exploring talking and listening between friends. • It links this to talking and listening to God. Christians believe that he is with us (Immanuel) because Jesus came (links to earlier units) and anyone can be friends with him. • A special prayer that Christians use in church and at school – exploration of The Lord’s Prayer. • Questions explored in relation to prayer. Who? Where? Why? When? How? • Sorry, please and thank you – types of prayers. • Treasure - our own answers to the key question. • How do I treat my family and friends? Do I make time for them? • Own creative response to the unit.
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Overview of Key Stage 1, Year 2	
<p>Term 1</p> <p>Underlying key concept God</p>	<p>Why do Christians praise and worship God?</p> <p>This unit finds out about what praise and worship is then it explores who God is.</p> <ul style="list-style-type: none"> • What is praise? (Getting praise from a teacher). • What is worship? (people you look up to as well as footballers celebrities and popstars). Who is it good to look up to? • Worship – for a Christian it begins inside in your heart. <p>OT Bible Story – Shadrach, Meshach and Abednego and the fiery furnace. No one can tell any of us who to worship. Who or what you worship is a personal thing.</p> <ul style="list-style-type: none"> • Who is God? Explore some of his names of the Christian God. <ul style="list-style-type: none"> -Emmanuel, Love, Faithful, Eternal - Creator, Saviour, Truth, The Way - Explore a little of the Christian God’s character (some simple and some harder but children like big words). Eg happy, kind, forgiving, holy, Trinity, friend, omnipresent • Make a special poster – challenges over the 3 weeks and the children collect the special words in an envelope. They then use these for their poster. • Treasure – response to the key question. • Explain as much as you can about God to an alien who has never heard of God before. • Own creative responses.
<p>Term 2</p> <p>Underlying key concept Incarnation</p>	<p>What can we learn about the Christian celebration of Christmas by exploring paintings of the angel visiting Mary?</p> <p>This unit uses paintings to initially explore the story then reads the Biblical version. It then gives time for the children to paint their own version bearing in mind what they have found out and consider important.</p> <ul style="list-style-type: none"> • Look at and discuss lots of paintings old and modern of the annunciation. (Move from favourites to Why might the angel be so big? Why does Mary look Chinese? Etc • Talk about the story and read it in the Bible. Discuss Mary’s feelings and the need to wait. • Choose a favourite picture to write about. • Write a dialogue between the angel and Mary. • Paint own picture <ul style="list-style-type: none"> -think of what is important for your painting eg the angel being big and shiny/ close up/ in her kitchen etc - Paint the basic painting with no facial details, teacher to also do it. -Add painted details and other media such as oil pastel.

	<ul style="list-style-type: none"> - Think of ways to improve your painting such as adding extra special collage bits. - Talk about your painting to a group or the class. • Link it in to the whole story and the school Nativity Play. • Explore whether there are paintings of other parts of the stories. Look at Christmas cards with paintings of part of the story on them. <p>(Note: for Muslims the story of the angel visiting Mary is also in the Koran but for them Jesus is a prophet not the Son of God).</p>
<p>Term 3</p> <p>Underlying key concept Gospel</p>	<p>Why do Christians trust and follow Jesus?</p> <p>This unit explores trust and following. To decide to trust and follow someone you have to know about them first so then we find out about Jesus from some of the things that he did that are recorded in the New testament in the Bible. The children respond with their thoughts on why people might choose to follow Jesus. Finally they think about who they follow or might choose to follow having had time to think about trust and following. (PSHE links with stranger).</p> <ul style="list-style-type: none"> • Explore trust and following through practical activities and discussion. • Find out about Jesus and make simple observations on his character – linked to the key question. Each of the following stories has a number of challenge activities to go with it. <ul style="list-style-type: none"> - Jesus stopped a storm. (eg Jesus is powerful, Jesus even stopped a storm, feelings – anger can feel like a storm - what is the opposite?) - Jesus forgave and healed a paralysed man. (He was let down through the roof). - Jesus met Zacchaeus. - Jesus welcomes children. - Jesus changed water into wine at a wedding. - Jesus had compassion and touched and healed a man with leprosy. • Treasure response to the key question. • Who do I trust and follow?
<p>Term 4</p> <p>Underlying key concept Salvation</p>	<p>Which Easter symbol do you think is the most important and why?</p> <p>This unit uses the events of Easter (Christian festival) to explore symbols as reminders of things. The symbol of the cross is hugely important to Christians. The children first examine some symbols and then think up their own for the resurrection part of the story. The use of symbols helps the children to reflect further on Easter.</p> <ul style="list-style-type: none"> • Letter from a time traveller who invented a time machine to go back to events in history arrives on the teacher’s chair. The letter explains to the children that he has just returned from Jerusalem, having witnessed events about 2000 years ago in the time of Jesus. He has brought back souvenirs but doesn’t have time to stop and explain them to the children. The children have an old bag (instead of a suitcase) with souvenirs (leading on to symbols). Discuss souvenirs and symbols as reminders. • Ask each child to bring in a souvenir – reminder of a time, event or holiday from his or her life.

	<ul style="list-style-type: none"> • They have to link the souvenir – symbols to various parts of the Easter story by searching in the bibles and reading the stories. Compare ideas and discuss. • The time traveller comes for a visit and goes through the symbols with them, giving the children an opportunity to share what they have learnt. • The time traveller then explains that he saw lots more things happen but did not have time to collect his souvenirs so could they please explore the end of the story and decide on the best reminders or souvenirs that they would have collected if they were there with him. • The children go away and together with the teacher, explore the next part of the story and the word symbol. • They come up with their own ideas for further symbols and then have to reduce them all to the most important one and why which leads to: Finding the Treasure – and responding to the key question. They finally make a badge of their favourite symbols and tell people what it is about. • Other creative ideas included.
Term 5	<p style="text-align: center;">Introduction to Judaism.</p> <p style="text-align: center;">What differences and similarities can you find between Judaism and Christianity?</p> <p>This unit does not start with the arrival of a suitcase (Christian units), but instead the children arrive to find lots of interesting artifacts to explore. The aim is to give the children a brief overview of another religion.</p> <ul style="list-style-type: none"> • Jewish artifacts - such as a prayer shawl, scroll and Passover Plate, Challah bread, Hanukah Menorah, Star of David and so on. Add in a Christian Bible too. The children have time to draw and discuss the objects as detectives. They try to work out what they are. Sort and discuss. <p>Explain to the children that Judaism is a different religion to Christianity. Talk about some objects. Although Judaism and Christianity are different they have some things that are the same because they started the same (The Jewish scriptures are the Old Testament of the Bible so the stories are the same)</p> <ul style="list-style-type: none"> • Explore: <ul style="list-style-type: none"> - Story of Abraham – Father of many Nations and activity with sand and stars. - Make a scroll and discuss. Notice the Hebrew language and that it reads right to left. - Make a star and discuss its significance. Read the story of David anointed as King. - Explore further by finding out about Judaism today on BBC interactive RE programme (on our system) and make simple comparisons with Christianity. The programme has pictures and simple information of Synagogues, festivals and home life. • Review learning by putting out the artifacts again and giving each pair of children a piece of string. They have to link it between 2 of the objects and explain the link. • Give children time to respond to the key question and to share what learning interested them the most. Explain that in the juniors they will explore Judaism more and will also find out about some of the other religions in the world.

<p>Term 6</p> <p>Underlying key concept</p> <p>Kingdom of God</p>	<p>How does being a Christian affect the way a person lives his or her life?</p> <p>This unit reminds the children what a Christian is and explores the fact that a change takes place. It then explores the concept of belief leading into Christian belief and living out what you believe. It then looks at the lives of three Christians from history. Finally it explores 3 current Christian organisations. (Teachers can explore one together or all three in groups and then feedback.</p> <ul style="list-style-type: none"> • Change – Caterpillar to butterfly. (keep some in the classroom) • Change - New Testament Story of the change of Saul to Paul. • Explore the concept of belief and Christian belief. • Look at 3 historical Christians that clearly show that their faith affected how they lived their lives. <p>Note: Only some Christians feel that God wants them to move to another country to live (missionary) but all Christians aim to live in a way that pleases God.</p> <ul style="list-style-type: none"> - Mother Teresa - William Wilberforce - Lord Shaftesbury <ul style="list-style-type: none"> • Explore three current Christian organisations that were formed by people who were Christians and show that, together, their faith affects how they live their lives. <ul style="list-style-type: none"> - Mission Aviation Fellowship - Tear Fund, - Iris Global (or similar) <p>(The teacher may prefer to change one to one that he or she is more familiar with; the teacher may want to do just one in depth together or split into groups and explore them and then each group feed back to the class).</p> <ul style="list-style-type: none"> • Treasure –response to the key question.
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