



## Stanwell Fields C of E Primary School Religious Education and Godly Play

Date Updated: September 2016

### School Mission Statement:

To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.

### Aims

The main aims of Religious Education within our school are:

- To develop an understanding of core Christian Values highlighted by the ethos of the school
- To have a knowledge of who Jesus is, why He came and how people come to have faith in Him and serve Him
- To enable pupils to know and understand Christianity as a living faith that influences the lives of people worldwide and as a religion that has most shaped British culture and heritage.
- To enable pupils to 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.
- To contribute to the development of pupils spiritual, moral, social and cultural development.
- To encourage a reflective approach to life, helping pupils to consider their own experiences, attitudes and beliefs and those of others.
- To explore important questions and understand and consider different forms of religious expression through a range of mediums.
- To reflect on own beliefs, values and practices.

### Implementation

- At Stanwell Fields Church of England Primary, Religious Education is delivered in line with the Surrey Agreed Syllabus.
- RE must reflect British religious beliefs and therefore Christianity is the main focus of our teaching in every year group.
- Other principal religions are covered at KS1 and KS2: Judaism, Islam, Sikhism, Hinduism and Buddhism.
- A number of comparative units are in place throughout the school allowing children to compare the religious views of different faith groups.
- We teach pupils to learn about religion (AT1) – acquiring and developing knowledge and understanding of the key beliefs, festivals, symbols and people of each religion.
- We also teach pupils to learn from religion (AT2) – considering their own beliefs and growing in their spiritual development through reflection on their feelings, thoughts and relationships. By implementing Godly Play in KS1, we provide more opportunity for children to learn about Jesus and the stories He told and to respond in a more personal way to these.
- We believe pupils need to develop key skills and attitudes to enable them to learn effectively in RE and prepare them for adult life.

### Godly play

Godly Play is taught in classes once every term in Nursery and Reception and once half termly for the rest of KS1. The teacher should provide a calming, free atmosphere where children feel comfortable to speak. They will follow the Godly play proforma and use the resources that we have in school.

Children will be given 'I wonder' questions to promote reflection (AT2) and sharing.

After the lesson input, children should have response time where they are given a choice of activities to complete. The activities provided should vary eg. Musical; instruments, drawing, writing, arts and crafts.

Christian Values: Thankfulness, forgiveness, fellowship and compassion.

### Organisation of teaching and learning

At Stanwell Fields C of E we deliver RE in an exciting and memorable way. Therefore we use a variety of teaching styles, depending on the nature of the activity, such as drama, art, music, story, the use of artefacts, photographs, outside speakers and visits. As we follow the Surrey Agreed Syllabus a range of religions and key questions are covered over the course of the child's time at our school and we develop their spiritual, moral, social and cultural development and prepare them for adult life through our teaching.

We are an inclusive school and celebrate the diversity of where we live. Children are allowed to carry out research into religious topics. They study particular religious faiths and compare religious views of different faith groups.

All children are taught RE as a timetabled lesson – 1 hour in KS2 and at least 45 minutes in KS1 each week. We believe RE should permeate through many curriculum areas and not be confined to the weekly lesson; for example, topic lessons when learning about other cultures or literacy. The PSHE scheme of work provides the opportunity for the teaching and discussion of moral beliefs that underpin individual choice of behaviour and may be guided by a particular religion or faith.

In the EYFS RE is an integral part of the work covered during the year.

### Planning and Assessment

- We assess children's work by making informal judgements as we observe the children in lessons, by marking work, and sometimes by assessment tasks at the end of each unit.
- For the academic year 2016-2017 we will assess the children using Target Tracker I can statements. Teachers will make a judgement termly about how well children understand the beliefs and teachings of the religions studies and about how well they understand the religious practices and lifestyles, ways of expressing meaning, human identity, personality and experience, questions of meaning and purpose and values and commitments.
- Planning is done using the school planning format and is consistent across the year group. Activities are differentiated and take into account the learning needs of all pupils.

### Written work

Demonstrating an understanding of their knowledge about religion (this may also be in picture form). Unless written work has been produced in a Godly Play (free response) lesson, it should be clearly differentiated to meet the learning needs of all children.

### Oral work

Demonstrating their progress through paired or group work and discussion with their teacher.

### Creative work

Demonstrating understanding through role-play, dance, drama etc.

We also encourage self-assessment so that children can evaluate their own work and reflect on learning at the end of each unit of work. Progress will be reported to parents at the end of the year and data will be monitored by the RE leader and SLT.

#### Special needs provision and equal opportunities

Teachers respond to the needs of individual children as appropriate and ensure all children are able to access and succeed in their learning. Teachers are also aware and sensitive to the varying religious beliefs and backgrounds of different families.

#### Rights of withdrawal

Parents do have the legal right to withdraw their children from Religious Education in its entirety or in part. This is clearly stated in our school prospectus. We encourage parents who have concerns to speak to the head teacher about the policy, provision and practice of RE at our school. Arrangements will be made for any children who are withdrawn.

#### Resources and links to the local church

A variety of books, videos and artefacts are available for use in the teaching of RE at our school. Resources required to deliver the RE curriculum are reviewed by the Curriculum team leader and updated as necessary.

We have good links with the Faith Awareness in Children Trust (FACT) and half termly worship is delivered by them. FACT also hold 1-2 RE days each year with different year groups exploring different areas linked to our curriculum.

At Stanwell Fields we aim to make full use of our links with the local church. Year groups attend church for special occasion celebrations such as Harvest, Christmas, Easter and the end of the academic year, and Father Stuart delivers worship in school on a weekly basis. We hope our links with the church will enhance the children's religious experience and understanding while at our school.

#### SMSC

- We promote spiritual development by asking and responding to questions of meaning and purpose, and by considering 'BIG questions' about God and the world.
- We promote moral development by investigating the importance of service to others and by exploring religious perspectives.
- We promote social development by exploring the qualities which are valued by our school through our core value of respect.
- We promote cultural development by exploring similarities and differences between faiths and cultures.