



NEWPORT
C.E. JUNIOR SCHOOL



Newport Junior School: Beliefs & Values Policy

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Subject Leader: M Jones

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10)

Religious Education – Statement of Entitlement

The Church of England Education Office have produced a document which clearly states the following points as mentioned below. For more information about this document or to view it in full please visit the school website.

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practices. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions.

Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development.

Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and world views. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:

- at least one member of staff having RE qualifications or receiving specialist training.
- all staff teaching RE having access to subject specific professional development.
- all staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities.
- all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.
- a governing body which is monitoring standards in RE effectively.

Subject Background

At Newport Junior School we use the term 'Beliefs & Values' in reference to our provision of the Religious Education curriculum. We felt that this title gave a more accurate account of the education the children receive. We focus on teaching the children about values, beliefs, traditions and cultures of religions from across the world.

Beliefs & Values forms part of a broad and balanced curriculum offer at Newport C of E Junior School and is taught in accordance with the statutory key stage 2 national curriculum. As a Church of England school, with strong links with the church, Beliefs & Values is viewed as a core subject following the 1988 Education Act which states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Within school we expect to see Christian attitudes forming the basis of the whole school ethos so that the church, the school and the community all work together. High standards are

set for behaviour and the children are introduced to and encouraged to use Christian values as modelled and taught in the Roots and Fruits creative Collective Worship scheme.

Religious context of the school

At the point of writing, the current religious representation at Newport C of E Junior School stands as follows:

Christian: 52%

Religion not declared: 40%

Catholic: 3%

Muslim: 3%

Orthodox: 0.6%

Hindu: 0.3%

Methodist: 0.3%

(The above information is subject to change at any point due to movement of children on/off roll.)

Legal Requirement

Our school curriculum for Beliefs and Values meets the regulations of the latest Education Reform Act (ERA). The ERA stipulates that Religious Education (Beliefs & Values) is compulsory for all children including those within a junior school setting. The ERA allows parents to withdraw their child from Beliefs & Values classes if they so wish, although this should only be done once the parents have given written notice to the school governors and/or the subject leader. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the headteacher.

Our curriculum has been designed to meet the expectations set out by Lichfield Diocese and is also based on the LA's Agreed Syllabus. The updated curriculum (Autumn 2020) was brought about through recommendations from the Diocese, changes to the SIAMS framework and implemented by the subject leader following the completion of in-depth training courses and on-going CPD.

Aims

Beliefs & Values is seen as a vital part of a child's educational journey at Newport Junior School. The teaching of the subject allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Through quality first teaching we enable and encourage children to extend their own sense of values and beliefs and promote their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied within the Beliefs & Values curriculum.

The delivery of the subject's content aims to enable all children to develop their own sense of cultural awareness and understanding and to appreciate the differences within the world; we aim to build an ethos that all people are equal, regardless of race, gender, sexuality, religious beliefs or ability.

There are strong links between the subject and the act of worship. For more information about these links please refer to the Worship and Spirituality policy.

Through the delivery of the curriculum, children at Newport Junior School are provided with the opportunity to:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- Explore issues within and between faiths to help them understand and respect different religions' beliefs, values and traditions.
- Develop their sense of identity and belonging, preparing them for life as citizens in a diverse society.
- Encourage children to reflect on their responsibilities to themselves and to others, and to explore how they could contribute to society.
- Develop a sense of Awe and Wonder.

Tolerance of other faiths

As a Church of England school, we adhere to the Diocese approved curriculum offer of 2/3 Christianity and 1/3 other faiths. This means that within their 4 years of Beliefs & values at this school, a child will be taught from a curriculum which offers 8 terms worth of Christian based learning and 4 terms worth of learning about other

religions/faiths. Whilst adhering to this weighting, the school also actively encourage the modern-day British Values, including 'tolerance of those with different faiths or beliefs.' For more information about the coverage of curriculum or to explore which other faiths are currently taught and how, please seek contact with the subject leader.

Assessment

Beliefs & Values is assessed using the rigorous framework model provided by the Understanding Christianity programme. These assessments are based on a WTS/EXS/GDS system and are formulated using key statements that the children are measured against. There will also be on-going assessment by class teachers to ensure that children are showing a depth in their understanding and lessons and/or units can be tailored to meet the needs of children as appropriate.

Monitoring

The monitoring of Beliefs & Values within school is carried out on a termly basis. Monitoring can take place in various forms:

Lesson observations: Subject Leader/SLT will be present in a classroom during the delivery of a Beliefs & Values lesson.

Book trawl: Subject leader gathers books (covering a range of learning groups) and will work to a pre-set line of enquiry.

Pupil Voice: Subject leader will speak to a minimum of 1 child per class and will ask questions to determine how the children view the subject, find out what they enjoy about B&V and how they feel the subject could be improved.

SIAMS: Statutory Inspection of Anglican and Methodist Schools (SIAMS) will inspect the school on an average 3 – 5 yearly cycle.

Subject Leadership

Currently, the Beliefs & Values subject leader is Mr M Jones. The main roles and responsibilities of the subject leader are outlined below.

- The subject leader will support and monitor the subject and be available to offer guidance to staff members where appropriate
- The subject leader will ensure that his subject knowledge and expertise are kept up to date by means of regular training.
- The subject leader will ensure staff also receive regular updates and guidance in respect of any subject specific training he undertakes.

- The subject leader will liaise with the Senior Leadership Team and they will report regularly to the governing body on progress and attainment in Beliefs & Values.
- The subject leader will liaise with the head teacher to ensure that all statutory requirements for the delivery of Beliefs & Values are upheld.
- The subject leader will communicate with parents and other stakeholder and look to address any questions they may have about the subject.

Teaching, Learning & Planning

Our teaching and learning style should match that of other curriculum areas and therefore should be based on a variety of methods: discussions, debates, role play, drama, written tasks and practical tasks are all examples of ways in which the Beliefs & Values curriculum will be delivered.

Each year group will begin their B&V work for the academic year looking at the story of creation and how Christians believe our world was created. This is to allow a sense of chronology to flow throughout the year. The planning will then – as much as allows – follow a chronological sense to allow the children to understand the bigger picture of the bible.

Through our teaching, children will be able to extend their own sense of values, and promote their spiritual growth and development; something highly valued here at Newport Junior School. We focus our lessons on encouraging children to reflect on the two main area of ‘Religious Education’ (B&V) which are *learning from* and *learning about* religious idea, concepts and traditions. At all times, staff will foster children’s natural curiosity and encourage them to explore and openly express their understandings, opinions and attitudes towards religion.

Planning for Beliefs & Values is mainly carried out by the subject leader and is then fed back to staff through Professional Development Meetings. Staff play an active role in supporting the subject leaders to ensure that the planning is appropriately matched to the children in each class. Our planning is based on the Understanding Christianity framework (authored by Lichfield Diocese) and each unit of work is rigorously planned to ensure children get maximum coverage of the specific area of focus whilst still allowing for in-depth teaching. This framework focuses on how Christianity can impact on the lives of children within a primary school setting and seeks to enable them to develop their understanding of core Christian values.

Where possible, the school will look to include trips/visits within the curriculum planning. These will be planned in accordance with the EVC regulations and appropriate notice will be issued to parents.

Delivery

As a 'Church of England School' Beliefs & Values is seen as a core learning subject and should therefore be taught in accordance with other core subjects: this means that children should have a minimum of 1 hour a week of teaching. In cases where this is not feasible, class teachers will ensure lessons are caught up in a prompt manner.

Beliefs & Values lessons will be delivered by the class teacher responsible for each class. In a situation where a teacher was to be withdrawn from teaching the subject, the school's Senior Leadership Team would facilitate a suitable alternative.

Social, Moral, Spiritual Development

Through Beliefs & Values in our school we provide the children with opportunities for reflection and spiritual development. Children consider and respond to questions concerning the meaning and purpose of life and the role faith plays in helping to understand this; we help the children 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; we enable children explore issues of religious faith and values and, in so doing, help develop their knowledge and understanding of the cultural context of their own lives.

For further information, please contact your child's class teacher, a member of the leadership team or the subject leader.

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