



West Monkton Church of England School
Where everyone has the courage and confidence to fly.

Faith and Beliefs Policy

September 2021

Review: September 2023

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Statement of Intent

The vision for Faith and Beliefs is to immerse children into deep meaningful thoughts about their life and the lives of others, exploring faith and belief, including spirituality. We aim to support children by embedding the school Christian values through the curriculum, creating cross-curricular learning with our Christian values at the heart of everything we do.

Faith and Beliefs is learning about and from religion, developing cultural awareness by providing children opportunities to discover and learn about the multicultural world we live in through reflection, analysis, discussion, debate and exploration. Children will be encouraged to create a sense of wonder, awe, mystery and joy through reflection time and insights of deep questions about life, change and death. It should enable children to understand religion, rite of passage, the world we live in and their role within it through the study of Christianity as well as other religions (Judaism, Hinduism and Islam).

Integrating the study of faith and beliefs supports children to live harmoniously with others by stimulating social and emotional development, where children develop understanding and respect for others; becoming polite, courteous, courageous and considerate citizens.

By the end of KS1, we aim for children to have an understanding of faith (Christianity and Judaism), while beginning to form their own opinions, beliefs and feelings towards the world we live in. By the end of KS2, children will have a deep level of understanding of Christianity and will be able to compare and contrast other religions. From this they will have formed their own beliefs and understand their role within the ever changing world we live in.

The Faith and Beliefs Domain encompasses the following traditional subjects:

- Religious Education

Legal Framework

This Policy will have regard to the following statutory and non-statutory guidance:

- The Awareness, Mystery and Value (AMV) syllabus (2016)
- Understanding Christianity (Diocese of Bath and Wells)

Roles and Responsibilities

3.1 The Faith and Beliefs lead is responsible for...

- Developing, resourcing and reviewing the school's domain policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the possible assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding subject knowledge.
- Providing guidance, including INSET training to all staff, as part of their on-going professional development.
- Celebrating and promoting the work of pupils' throughout the school.

3.2 The teaching staff will be responsible for...

- Contributing to the development of the policy and teaching programmes, with the domain lead
- Developing schemes of work and lesson plans in line with the domain policy and the objectives of the curriculum, where applicable.
- Facilitating the teaching of their curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the domain lead apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the domain lead.
- Keeping apprised on current affairs and best practice on their faith and beliefs curriculum, and applying this to their schemes of work.

4. Teaching

- The domain lead will be responsible for overseeing the planning, resourcing and monitoring of the school's programme of study.
- The subject matter covered reflects the requirements of AMV Somerset using Understanding Christianity to guide of Christianity teaching. AMV Somerset will support the teaching of all other religions.
- Special focus will be paid to the teaching of the skills inherent in the WM Curriculum policy
- The curriculum will be delivered by all staff in a range of teaching and learning situations with respect to the needs of individual pupils.

5. Curriculum

RE

Taken from 'The Oak Partnership TOPs Curriculum 2020'.

Skills Progression

Strands	Key Stage One	
	Year One	Year Two
Understand Beliefs and Teachings	a. describe some of the teachings of a religion b. describe some of the main festivals or celebrations of a religion c. distinguish between the features of different religions d. articulate ideas, beliefs and values <i>Key Skills: Investigation, Interpretation, Analysis & Expression</i>	
Understand Practices and Lifestyles	a. recognise, name and describe some religious artefacts, places and practices <i>Key Skills: Investigation, Interpretation & Expression</i>	
Understand How Beliefs Are Conveyed	a. name some religious symbols b. explain the meaning of some religious symbols c. draw meaning from artefacts, works of art, poetry and symbolism <i>Key Skills: Investigation, Interpretation & Expression</i>	
Reflect	a. identify the things that are important in their own lives and compare these to religious beliefs b. relate emotions to some of the experiences of religious figures studied c. develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow d. ask (relevant) questions about puzzling aspects of life e. reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions f. draw meaning from significant experiences in their own and others' lives and from religious questions and answers <i>Key Skills: Investigation, Reflection, Empathy, Expression & Self-understanding</i>	
Understand Values	a. identify how they have to make their own choices in life b. explain how actions affect others c. show an understanding of the term 'morals' d. consider the thoughts, feelings, experiences, attitudes, beliefs and values of others e. see the world through the eyes of others, and to see issues from their point of view <i>Key Skills: Reflection, Empathy, Expression & Self-understanding</i>	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Understand Beliefs and Teachings	a. present the key teachings and beliefs of a religion b. refer to religious figures and holy books to explain answers c. Interpret religious language <i>Key Skills: Investigation, Interpretation, Analysis & Expression</i>		a. explain how some teachings and beliefs are shared between religions b. distinguish between the features of different religions c. Interpret religious language <i>Key Skills: Investigation, Interpretation, Empathy, Analysis & Self-understanding</i>	
Understand Practices and Lifestyles	a. Identify religious artefacts and explain how and why they are used b. describe religious buildings and explain how they are used c. explain some of the religious practices of both clerics and individuals d. link significant features of religion(s) together in a coherent pattern e. connect different aspects of life into a meaningful whole f. give some reasons why religious figures may have acted as they did <i>Key Skills: Investigation, Interpretation, Empathy, Analysis, Expression & Synthesis</i>		a. explain the practices and lifestyles involved in belonging to a faith community b. compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles c. explain how religious beliefs shape the lives of individuals and communities d. link significant features of religion(s) together in a coherent pattern e. show an understanding of the role of a spiritual leader f. connect different aspects of life into a meaningful whole <i>Key Skills: Investigation, Interpretation, Empathy, Analysis, Synthesis, Application & Self-understanding</i>	
Understand How Beliefs Are Conveyed	a. Identify religious symbolism in literature and the arts b. know how to use a variety of sources in order to gather information c. respond to religious ideas, beliefs and questions through a variety of media d. suggest meanings of religious texts. e. Consider what may count as good evidence in understanding religion(s) <i>Key Skills: Investigation, Interpretation, Application & Expression</i>		a. explain some of the different ways that individuals show their beliefs b. distinguish between opinion, belief and fact c. recognize bias, caricature, prejudice and stereotyping d. know how to use a variety of sources in order to gather information e. know what may count as good evidence in understanding religion(s) f. suggest meanings of religious texts g. respond to religious ideas, beliefs and questions through a variety of media <i>Key Skills: Investigation, Interpretation, Empathy, Analysis, Synthesis, Application, Expression & Self-understanding</i>	

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Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Reflect	a. show an understanding that personal experiences and feelings influence attitudes and actions b. ask questions that have no universally agreed answers c. discuss and give opinions on stories involving moral dilemmas d. develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow e. articulate ideas, beliefs and values f. debate issues of religious significance with reference to evidence, argument, opinion and statements of faith g. draw meaning from significant experiences in their own and others' lives and from religious questions and answers h. weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience <i>Key Skills: Investigation, Reflection, Empathy, Evaluation, Analysis, Expression & Self-understanding</i>		a. recognise and express feelings about their own identities b. relate these to religious beliefs or teachings c. explain their own ideas about the answers to ultimate questions d. debate issues of religious significance with reference to evidence, argument, opinion and statements of faith e. explain why their own answers to ultimate questions may differ from those of others f. draw meaning from significant experiences in their own and others' lives and from religious questions and answers g. develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow h. articulate ideas, beliefs and values <i>Key Skills: Empathy, Reflection, Evaluation, Analysis, Expression & Self-understanding</i>	
Understand Values	a. explain how beliefs about right and wrong affect people's behaviour b. describe how some of the values held by communities or individuals affect behaviour and actions c. consider the thoughts, feelings, experiences, attitudes, beliefs and values of others d. see the world through the eyes of others, and to see issues from their point of view <i>Key Skills: Reflection, Empathy, Expression & Self-understanding</i>		a. explain why different religious communities or individuals may have a different view of what is right and wrong b. show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules) c. express their own values and remain respectful of those with different values d. consider the thoughts, feelings, experiences, attitudes, beliefs and values of others e. see the world through the eyes of others, and to see issues from their point of view f. weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience <i>Key Skills: Empathy, Reflection, Evaluation, Analysis, Application, Expression & Self-understanding</i>	

6. Assessment

- On-going formative assessment (AFL) forms the basis of RE assessment in line with the school's Feedback policy. Teachers will use in-the-moment feedback to understand children's learning and use this to inform the next lesson.
- Teachers will record children's understanding of the topic against statements found on AMV Somerset or Understanding Christianity (found on the P: Drive), depending on current topic. They will use the triangular assessment system to display level of understanding.
- Teachers will keep the record of assessment in the back of their class folders.

7. Differentiation

- We recognise the fact that in all classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

8. Monitoring and Evaluation

- The domain lead will meet with the domain team at least once a half-term, to review and evaluate the policy and work produced by learners.
- This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.