



# NEWBOLD SCHOOL

## Religious Education Policy

*Reviewed October 2024 by Mrs J Crissey.*

*Ratified by Newbold School Board of Governors November 2024*

*Next review: Autumn Term 2027*

### 1. The Aim of Religious Education

As a Christian school, the aim of religious education at Newbold School is to help children gain a sound understanding of Christianity as a way of life and to also learn about the beliefs and practices of other religions and what these mean to the people who practise them. Our intention is to teach our children to respect those who have lifestyles, religions and beliefs different from their own and to model their behaviour on the principle teachings of Christian ethics (kindness, consideration, charity, love etc...), within branches of their own family faiths. Newbold School is a Seventh-day Adventist school and, as such, we teach from this perspective.

### 2. Objectives

- To develop children's use of skills that may help them to respond to religious ideas.
- To develop an understanding, through scripture, of how lives were directed by spiritual experiences in the past, and how God can have an influence on our lives today.
- To develop an awareness that God loves us and that we respond to His love by committing ourselves to Him and dedicating ourselves to the service of others.
- To encourage children to think for themselves and to rationalise their beliefs as they grow and mature.
- To present the Bible as a guide book for living a Christian life.
- To demonstrate sound Biblical principles for good behaviour through our behaviour code (Respect Times Five).

### 3. How we teach Religious Education

We use a variety of teaching methods based on the Seventh-day Adventist *Encounter* curriculum (a SDA Christian curriculum):

- Through active worship sessions, led by teachers, visiting speakers and class presentations in our assembly hall or classrooms.
- Through class-based activities, which may sometimes, but not always, be recorded in RE books or worksheets.

- Through music, drama, storytelling & art.
- Through visits to museums and places of worship.
- Through the integration of spiritual beliefs and values within cross-curricular themes and topics.
- through exploration of several religions that are different from Christianity - e.g. Islam, Buddhism, Judaism, Hinduism,

### **Foundation Stage**

Children share simple stories from the Bible that relate to early understanding, together with songs and rhymes that assist in underlying values within these stories. Stories fit the ongoing classroom activities or pupil inspired themes for the term/period.

Children in our Foundation classes will also partake in whole school learning focused on other religions (e.g. Buddhism through Chinese New Year; Diwali etc...).

3.1

### **Key Stage 1**

**Christianity, based on the School's special character:** Children begin a more in-depth understanding of the lives of Bible characters, recognising the way spiritual values are portrayed within the life of Jesus and His disciples, and within the history of the Children of Israel. This is reinforced with discussions on ethical issues, age-appropriate to the children and supported by our Respect Times Five code of behaviour. Children are also introduced to ways of worshipping in other faiths that may be different from Christianity. The appropriate age-related lessons from *Encounter* curriculum will provide a framework through which they learn.

#### **Other faiths:**

Children will also focus on a variety of different religions spread over the 2-year rolling programme, learning some of their practices, beliefs and celebrations. Children will have an opportunity to role-play some appropriate activities. Our children should gain a simple understanding of some foundation principles of each religion and how these differ from their own personal beliefs.

3.2

### **Key Stage 2**

**Christianity based on the school's special character:** Further Bible stories continue, through the age-related *Encounter* programmes of study, expanding on earlier introductions, leading into more conceptual areas of religious thinking at a later stage of development. Children continue to explore other world religions, noting similarities and differences with Christianity, developing respect and understanding within local and world communities. Children are encouraged to think about their relationship with God and how it can positively affect their lives and their relationships with others.

**Other faiths:** KS2 children will engage in studying other religions, gaining knowledge of the practices, beliefs, rituals and celebrations.

#### 4. **Collective Worship**

Collective worship has an important part to play in the religious education of children at Newbold School. It should create a sense of togetherness, instil within the children a sense of peace and belonging, a knowledge that they are loved and secure, as well as a sense of self-worth.

Collective worship should also provide a time to celebrate the various achievements of members of the school community, particularly through our Friday Achievement Assembly, where certificates are presented to children for noteworthy work, jobs, attitudes and behaviours noticed by their teachers throughout the week.

A short message, based on a Bible verse, is shared with children and parents. This Bible verse then appears in the newsletter and becomes the Bible verse of the week for the school.

Singing is also a strong part of collective worship. Some of the songs we choose for worship are seasonal, particularly around Christmas and Easter. We try to include a mixture of traditional and contemporary worship songs. Parents are encouraged to join in with the singing and, where possible, are provided with song sheets or words will be displayed on the projection screen for everyone to follow.

Occasionally, visitors are invited to lead an assembly. These can be from other faiths.