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'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (VC) Primary School Religious Education Policy

Rationale:

Our School Vision is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

Scope and Objectives

Our vision is realised through this policy by affirming and valuing every member of our school community. We recognise each child and adult as unique and special to God and have a commitment and responsibility to provide the best possible R.E education for our children within a caring Christian community, helping them learn about Christianity and the other faiths of the world which inspire, support and question our world.

Background to Religious Education at our school:

Religious Education (RE) is not a National Curriculum subject, but must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. It is a necessary part of a broad and balanced curriculum.

Families who send their children to this school are, in the main 'nominally' Christian, some children are from practising Christian families, there are also children who are from religions other than Christianity and some from non-religious backgrounds. Our school is committed to valuing the opinions, beliefs and practices of all and to showing sensitivity to all.

As RE is not nationally determined a locally agreed syllabus of RE is prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority. It is this Hertfordshire Agreed Syllabus of Religious Education 2017-2022, which we have used as the basis of our planning and delivery of RE.

This Agreed syllabus outlines the eight key areas that should be covered within each phase/key stage. We use 'Understanding Christianity' National Resource and the Bedfordshire scheme of work to support our planning of the Hertfordshire Agreed Syllabus.

Intent

“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.” (from A Statement of Entitlement -Church of England 2019)

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, our vision and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

At this school we aim

- to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews (*note 3*) which give life value.
- to enable pupils to become religiously and theologically literate (*note 4*) so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.
- to ensure that all pupils develop knowledge and understanding of **sources of wisdom** (*note 5*) and their **impact** whilst exploring **personal and critical responses**.

Sources of wisdom and their impact. *All pupils should:*

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

Personal and critical responses. *All pupils should:*

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

Implementation – Content and approach

From EYFS classes to Year 6 pupils follow a coherent and systematic study of the principal religion of Christianity across each key stage and are introduced to the other five principal religions represented in Great Britain by the end of key stage 2.

	World religions studied	
EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child’s awareness of self, their own community and their place within this.	
Key Stage 1 (At key stage 1 a minimum of two religions are	Christianity Islam	Christianity Judaism

<i>studied)</i>				
Key Stage 2	Year 3	Year 4	Year 5	Year 6
	Christianity Islam	Christianity Sikhism	Christianity Judaism	Christianity Hinduism Buddhism

Teaching the programmes of study contributes to developing religious and theological literacy through religions and worldviews. We explore eight key areas of learning within each teaching year group and throughout each key stage to meet the aims of our curriculum (in no particular order)

Belief and practices Sources of wisdom Symbols and actions Prayer, worship and reflection
Identity and belonging Ultimate questions Human responsibility and values Justice and fairness

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, pupils are actively engaged in learning.

Planning

In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school follows the enquiry based approach set out in 'Religion for Today and Tomorrow' non-statutory guidance supporting the Hertfordshire Agreed Syllabus of Religious Education 2017-2022. We also use resources provided by the Understanding Christianity project and the Bedfordshire Agreed Syllabus as an aid to our planning.

Our long term planning builds-in coverage of and progression in both the content and concepts outlined in the eight key areas of learning. Our schemes of work ensure that pupils have encountered and explored the religions through the EYFS and Key Stages 1 and 2. We have used a combination of teaching RE through the creative curriculum, RE days and as a separate subject, depending on the material which has to be covered.

Short term planning of individual lessons is a matter for the class teacher. The RE Subject Leader is available to help with this and keeps a range of teachers' resources as a guide. When planning each unit of work the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of all pupils.

Cross Curricular Approach

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.

Time Allocation for RE

In line with the requirements of the Hertfordshire Agreed Syllabus of Religious Education 2017-2022:

At EYFS RE is delivered flexibly according to the statutory requirements of the EYFS

At Key Stage 1 pupils spend 60 hours over 2 years (approximately 10 hours per term)

At Key Stage 2 pupils spend 156 hours over 4 years (approximately 13 hours per term).

These minimum time requirements include visits and RE curriculum days but not school productions related to festivals, assembly or collective worship time.

(See Collective Worship policy).

Withdrawal

At this school it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honoring the right of withdrawal from RE (*note 6*). Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from RE. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes to withdraw their child is expected to consult the headteacher. Teachers may also withdraw from the teaching of RE.

Impact – Assessment, recording and reporting (*see school Assessment and Recording policy*)

Teachers make summative assessments at the end of each term as to whether the children are working towards ARE expectations (WTS), are at expected level (EXS) or are working above expected level (GDS).

To help build this picture staff use a variety of formative assessment methods (for example, discussion with pupils, group activities, marking and guiding their work, observing, questioning). Staff tick against the WALT to help inform their summative assessments at termly assessment points.

Staff may also use the Hertfordshire Agreed Syllabus for Religious Education 2017-2022 structure and the Bedfordshire scheme as a guide of what an age appropriate expectations are.

As a staff we have undertaken moderation exercises to ensure that we are familiar with the requirements and what they mean in the context of a pupil's work.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

Leadership and Management

The RE subject leader manages this area of the curriculum. The subject leader completes an annual subject SEF, which outlines the annual action plan, with objectives for the subjects, monitoring activities completed, CPD and other relevant information about the subject.

The subject leader meets termly with the RE curriculum Governor.

There is at least a yearly staff meeting on RE, led by the subject leader; where areas for development are discussed.

This policy is reviewed on a biennial cycle to ensure it still represents the values and practice of the school

ADDITIONAL NOTES

1. *Schools Standards and Framework Act 1998, Schedule 19: Education Act 2002, Section 80. See also section 78 of the 2002 Education Act, which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.*
2. *The locally agreed syllabus is statutory for maintained schools without a religious character and Voluntary Controlled schools. Voluntary Aided schools are not obliged to use the locally agreed syllabus. They must, however teach RE in accordance with their trust deed. Faith and non-faith academies and free schools may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.*
3. *The principal religious traditions taught are, in accordance with guidance from the DfE, Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Humanism and Atheism are worldviews which are appropriate to include as part of the RE curriculum. Where we have pupils who are members of other world faiths (e.g. Baha'i or Jain) then in line with our inclusion policy and valuing of the individual, we include aspects of that religion in RE.*
4. *'Religious literacy' focuses on the human experience of religion and belief and the development of skills for expressing these experiences. 'Theological literacy' focuses on the big concepts upon which religions are founded, such as God, creation and the afterlife and the development of skills for expressing these concepts. These big concepts are explored through the non-statutory additional guidance document.*
5. *Sources of wisdom include: sacred texts, psalms, hymns, prayers, poems, letters, paintings, icons, artefacts and people.*
6. *(DfES Circular 1/94 para 44-49).*

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