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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National Curriculum subject, but must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents.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.

Intent and Purpose of Study

"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 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 to build up the children’s **substantive knowledge** about Christianity, principal religions and worldviews (*note 3*) which give life value.
- build their **disciplinary knowledge**; “ways of knowing”. By this we mean to develop the children’s understanding that we may be learning how people believe (**theology**), think (**philosophy**) or live their religion (**sociology**) as we explore the substantive knowledge;
- build their **personal knowledge** – understanding that when our children study the RE content they do it from their own viewpoint, which is influenced by their own values, prior experience and sense of identity;
- 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**.

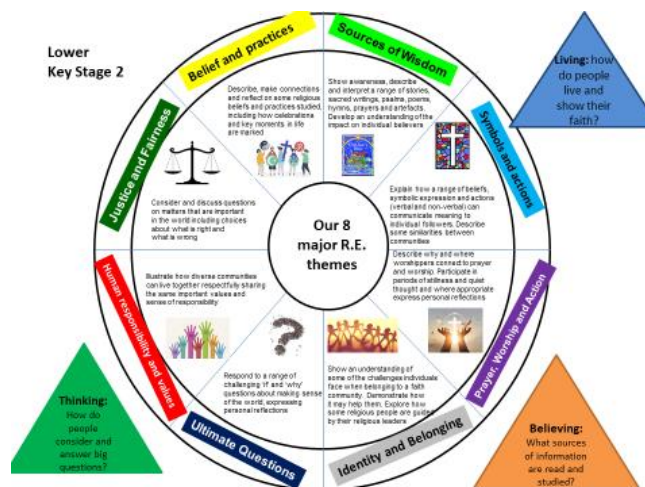
Planning

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 2023-28, 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.

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

We map these out on our long term plan – so that the eight key areas are regularly revisited.

Our theme wheels are also used in class to help teachers and children reflect on which key area has been studied. Teachers also refer to them to help the children reflect upon whether they have been learning from a sociological (living), philosophical (thinking) or theological (believing) point of view.



Whilst using the Agreed Syllabus eight themes as our structure we use additional resources to support teacher’s planning. These include:

- ‘Understanding Christianity’ National Resource,
- Bedfordshire scheme of work and
- Suffolk ‘Emmanuelle’ project materials

Our **Knowledge Organisers** (adult and children’s)

- map out the sequence of each half term
- map out the substantive knowledge covered
- list key question to be explored
- list key vocabulary
- Identify main themes explored
- Identify key texts covered

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 <i>(At key stage 1 a minimum of two religions are studied)</i>	Christianity Islam		Christianity Judaism	
Key Stage 2	Year 3	Year 4	Year 5	Year 6
	Christianity Islam	Christianity Sikhism	Christianity Judaism	Christianity Hinduism Buddhism

Implementation – approach

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, key vocabulary to be covered, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of all pupils.

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.

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 2023 -2028:

EYFS	RE delivered flexibly according to the statutory requirements of the EYFS Framework and to help meet the Early Learning Goals
KS1	60 hours over 2 years (approximately 10 hours per term)
KS2	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 also school Assessment and Recording policy*)

Teachers make summative assessments at the end of each term as to whether the children are working towards age related 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 may 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 2023-28 structure and the Bedfordshire scheme as a guide of what an age appropriate expectations are.

School reports are sent home in the summer term of each year which report on the content covered in the class and the attainment achieved by the child.

The subject leader also regular monitors the subject through regular work scrutiny, gathering of pupil voice, observations and learning walks.

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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