

Religious Education Policy



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St Paul's and All Hallows' RE Policy

Introduction

This policy is intended to assist staff and pupils developing a knowledge and understanding of Religious Education (RE) and is set within the Church of England Vision for Education, the Church of England Entitlement for Religious Education, the Aims of the school and the Religious Education Syllabus. Support and guidance have been given by the London Diocesan Board for Schools.

St Paul's and All Hallows' is a voluntary aided Church of England school and part of the LDBS Academies Trust.

As a Church of England School, we aim to provide a caring environment which will create opportunities for all the children to achieve their full potential. Through religious education we aim to develop an understanding and knowledge of Christianity, whilst developing knowledge of, and respect for, other faiths and world-views. At St Paul's and All Hallows' our intention is to promote attitudes of mutual respect and responsibility. Value is placed on strong links between home, school and local community.

At St Paul's and All Hallows' we use the LDBS Units of Work to support the teaching of Religious Education. Governors have adopted the LDBS syllabus which uses this resource to develop core concepts over a child's time in primary school.

Our School Vision

We are a Christian community, united in love, where every individual grows in wisdom, builds deep friendships and practises true forgiveness. We Challenge ourselves in all that we do so that we each can flourish and become the person God is calling us to be.

Our School Text

Let all that you do be done in love.
(1 Corinthians 16 v 13)

Our Values

Compassion, Perseverance, Friendship, Courage, Wisdom, Forgiveness

At St. Paul's and All Hallows', Collective worship is a central part of each school day. Acts of worship are wholly Christian, with opportunity for reflection on a variety of aspects of life for all children.

What is RE?

- 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.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.

Aims of Religious Education

The aims of Religious Education in Church schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values. (*Church of England Statement of Entitlement*)

Legal Requirements

Parents have the right to withdraw their children from Religious Education or Collective Worship. However, in light of our induction policy and home school agreement, it is our hope that this will not be necessary and parents who have specifically chosen our school will wish their children to participate fully in Religious Education and Collective Worship. Parents who wish to withdraw their children must provide written notification to this effect. Arrangements will be made for any children withdrawn and suitable supervision provided for them.

How we teach RE:

At St Paul's and All Hallows' we use the LDBS Units of Work to support the teaching of Religious Education. Governors have adopted a syllabus which uses this resource to develop core concepts over a child's time in primary school.

The London Diocesan Board for Schools' World Faiths units are used to develop children's understanding of faiths other than Christianity.

During teaching sequences, teachers should aim to have a balance between learning about religion and learning from religion. Evidence of learning can be captured through a variety of means including written work, pictures, photos, poetry and other forms of recording.

RE is taught through stimulating class discussion, practical activities, group work and individual projects with an emphasis on the exploration of challenging questions which develop the following higher order skills:

- **Investigation** - questioning, enquiring, acquiring knowledge, describing, naming, vocabulary
- **Comprehension** – explaining, discussing, understanding, recalling, expressing
- **Expression** - explaining, articulating, responding, own point of view
- **Reflection**- thinking, exploring feelings, beliefs and relationships
- **Empathy** – understanding feelings, beliefs and points of view of others
- **Application** - interpreting, demonstrating, illustrating, dramatising, selecting, identifying similarities and differences
- **Analysis**- distinguishing between belief and fact, comparing and contrasting, critical questioning
- **Synthesis** – making links between features of religions
- **Evaluation**- appraising, formulating arguments, predicting and assessing

The following strategies should be used in RE lessons.

- Collaborative learning
- Use of artefacts
- Visits and visitors
- Multi media
- Cross-curricular links e.g. Role play and drama, Music, Poetry and Dance
- Silence and reflection
- Differentiated activities appropriate for the pupils' knowledge and understanding in RE, not for example their ability to write.

Throughout our teaching there is an emphasis on fairness, respect, commitment, self-worth, curiosity and appreciating the sense of wonder at the world in which we live.

Time Allocation

Religious Education is a timetabled session in all classes. In the Nursery and Reception classes it is mostly taught under Understanding of the World but will also occur in other areas of learning. The time allocation for Religious Education is 45 minutes per week in EYFS and 1 hour a week at Key Stage 1. At Key Stage 2 it is taught for 1 hour and 15 minutes. Half termly "I wonder days" give additional time for Religious Education. The time allocation for RE is totally separate from requirements for collective worship.

Leadership and management of RE

Monitoring Standards and Quality of Teaching and Learning

- Standards and achievement in RE are monitored by the RE Leader and Senior Leadership Team to ensure coverage and progression through lesson observations, sampling of books and discussion with staff and pupils and feedback to the whole staff/individual as appropriate in line with the schools monitoring policy.
- RE books are monitored 3 times a year and feedback is given to individual staff
- The Religious Education leader is available to give advice and support to staff

Assessment and reporting

- Feedback will be given following the school's feedback policy. Stamps and stickers can be used to praise and motivate the efforts made by each child during the lesson
- The school assesses pupils' learning every term using RE descriptors and records these on the assessment system.
- Assessment in RE involves gathering evidence about pupil's learning through observation, discussion, written/recorded work and photographs. Pupils are also encouraged to evaluate their own learning. This evidence is then used to inform the next steps in a pupil's learning.

Resources

A variety of stimulating resources are used in the teaching of RE throughout the school. These include books, artefacts, music, posters, photos, internet and other multi-media resources. Visits to the local church are a regular feature of the school year. Visits to other places of worship are also arranged by the RE leader. The subject leader is responsible for developing and updating the resources for Religious Education. A budget allocation is made annually and teachers are requested to make known any resources they require in addition to what is already in school. The resources in school are held centrally in the RE cupboard outside the school counsellor's room on the top floor of the school.

Equal opportunities and Special Educational Needs

Effective inclusion involves teaching a lively, stimulating Religious Education curriculum that builds on and is enriched by the differing experiences pupils bring to Religious Education.

Our RE teaching makes a significant contribution to inclusion, particularly in its focus on promoting respect for all. It has a role in challenging stereotypical views and appreciating, positively, differences in others. It also helps to develop pupils' self-esteem.

All children have equal access to the whole RE curriculum and are given opportunities for developing their skills regardless of gender, race or special needs. Some children may need support to access text or communicate their ideas by working with a suitable partner or teaching assistant.