



St Paul's Church of England Primary School Religious Education Policy

Adopted by: Curriculum and Achievement Committee
On: 18th October 2017
Review Date: Autumn 2021

'Caring for All ... Growing with God'

Statement of Intent:

At St Paul's CE Primary School we believe that children should be encouraged to develop their beliefs, values and attitudes within the Christian community of our school. Our school aims to serve the whole community within the local area, welcoming children of all races from church going and other family backgrounds and faiths. We work closely with St Paul's Church to enable the children to develop their spirituality.

We believe that Religious Education makes a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them, and to develop their own beliefs and values

Legal Requirements:

The Education Reform Act (1988) requires that Religious Education be taught to all registered pupils, including those pupils in Reception who are under five years old. The Education Reform Act requires the Religious Education syllabus to reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principle religions represented in Great Britain.

We firmly believe that Religious Education is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We encourage parents to contact the Head Teacher if they have any concerns about RE provision and practice at the school.

Aims:

The purpose of Religious Education is to enable pupils to understand the nature of religion and to explore the fundamental questions raised through life experience. At

St Paul's CE Primary School, we aim to provide opportunities, which will help children:

- **Develop** their knowledge and understanding of, and their ability to, respond to Christianity and other major world religions represented in Great Britain.
- **Explore** issues within and between faiths to help them understand and respect different religions' beliefs, values and traditions.
- **Learn** about religious and ethical teaching, empowering them to make reasoned judgments on religious and moral issues.
- **Develop** their sense of identity and belonging, preparing them for life as citizens in a multi-faith society.
- **Stimulate** challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **Encourage** pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **Encourage** pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society with the aim that it develops empathy, generosity and compassion.
- **Develop** a sense of Awe and Wonder and Mystery.

The Religious Education Curriculum:

In September 2016 the School, in discussion with the Board of Governors, adopted the London Diocesan Board for Schools updated Scheme of Work.

In accordance with the Scheme of Work, and the legal requirements for the teaching of RE, pupils are taught:

- **Foundation Stage** – 6 Christianity units and important world faith festivals such as Diwali.
- **Key Stage One** – 6 Christianity units with 2 units on Judaism (Yr 1) and Islam (Yr2).
- **Key Stage Two** – 6 Christianity units with 2 units on Hinduism (Yr3), Sikhism (Yr4), Buddhism (Yr 5) and one Judaism unit (Yr6). In the Summer Term Year 6 will also participate in a transition unit aimed to prepare them for their move to Secondary School.

In each year group, pupils will explore key Christian festivals such as Christmas and

Easter, focusing on specific key questions, which are linked to elements of the Bible stories; people's beliefs and religious practice. These units increase in complexity as the pupils mature and move through the school.

In the Spring Term the whole school participates in St Paul's Week when the children are taught about and investigate the life of St Paul.

An overview of the units of work can be found in the appendix of this policy and on the School's server (data-schemes-RE).

Each year group has an identified RE lesson, which is in line with statutory expectations.

- Foundation Stage & Key Stage One – 1 hour of RE teaching per week
- Key Stage Two – 1 hour and 20 minutes of RE per week

Planning and Practice:

At St Paul's we believe that RE holds the same significance as the core subjects and should be taught by the Class Teacher, unless agreed with SLT.

At St Paul's we plan in three ways:

- The Whole School Overview and Long Term Grids for each year group are developed from the LDBS Scheme of Work by the RE Lead.
- Medium Term Plans include details of the key question for the unit; details of the main teaching points and a selection of activities, which the teacher can choose from to develop the children's learning and understanding.
- Weekly planning, completed by the class teachers in each year group, identifies further information about the main teaching input and an outline of independent tasks, with differentiation and resources clearly identified.

During RE lessons pupils will experience a wide variety of teaching and learning experiences appropriate to the key question and unit of study. Pupils will experience opportunities to learn and express themselves through:

- Listening to the teacher
- Reading of texts
- Seeking information for themselves both in school and at home
- Discussion with the teacher and other pupils
- Pair and group work
- Using a range of media such as artefacts, pictures, photographs, music and drama
- Visits and visitors

Regular opportunities are provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

Children record their learning in their RE books. These books are orange and are found in the stock cupboards on both sites. Children are encouraged to write neatly in their books, following the school's presentation expectations. Children who have a pen licence may write in pen.

Each class has an RE scrapbook. This is used to record evidence of role-play, discussion and displays. It is expected that teachers will update their scrapbook half termly. The RE Lead collects the scrapbooks at regular intervals for monitoring purposes.

There is a wide range of resources available for teachers to use to support their teaching, including artefacts and religious books. These resources are located in the cupboard in the corridor next to the Willow Room on the St Paul's Site.

Assessment:

In accordance with the statutory guidance we use the 'I can' Assessment levels, which assess the children's learning about religion (AT1) and their learning from religion (AT2). Equal importance is placed on both strands and teachers will plan regular opportunities for the children to demonstrate their understanding and knowledge.

The school has developed an assessment record which teachers complete four times a year to show the progress and attainment of their classes. These assessments documents are monitored by the RE Lead and SLT.

Teachers mark the children's books in accordance with the school's marking policy. They use a variety of marking strategies including:

- Moving on comments and targets
- Questions which extend the children's thinking
- Stamps
- Verbal feedback
- Peer marking

Children are encouraged to respond to the teacher's marking using purple pen.

Monitoring:

The RE Lead, along with SLT and Curriculum Teams, plans regular opportunities to monitor standards in RE using a number of tasks including:

- Book scrutinies
- Learning walks
- Observations of teaching
- Pupil voice
- Monitoring of displays
- Data analysis

The RE Lead keeps abreast of current developments in RE by attending relevant courses and meetings and is responsible for leading INSET for all staff at least once a term.