

Shine like stars in the world.'
Philippians 2:15



St Paul's CE Primary School

R.E.

Vision

Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.

Values

Love, Forgiveness, Faith, Friendship, Hope and Peace.

Religious Education Policy

Religious Education 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
Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.
(*Religious Education Statement of Entitlement February 2019*)

Introduction:

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school's theologically rooted vision and associated Christian values.

The Christian faith is the foundation of everything that we do; in all learning and life experiences, it is our aim to live out our school's theologically rooted Christian vision. We believe that it is fundamental for the children to belong to a safe and nurturing community, founded on strong Christian values where children will develop an array of skills that will enable them to make their own positive contribution to our local, national and global societies. One of our main aims for all children in RE is to provoke challenging questions about the ultimate meaning of life, beliefs about God and nature of reality and morality. We will also develop pupils' knowledge and understanding of Christianity, other principal world religions, religious traditions and world-views that offer answers to ultimate questions. They will develop their sense of identity and belonging, in order to flourish within communities as responsible citizens in society and in global communities. We will also teach pupils to develop respect for others and their beliefs and help to challenge prejudice. They will be encouraged to consider their responsibilities both to themselves and to others, exploring how they might contribute to their communities and to wider society, encouraging empathy, generosity and compassion.

At St Paul's, our teaching of RE fulfils the national requirement to provide RE which, as a Voluntary Aided school, is in accordance with the rites, practices and doctrines of the Church of England.¹ St. Paul's CE Primary School follows the LDBS recommended scheme of work for RE. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school and its management is a distinctive role of the governors and the headteacher.

What is RE?

¹ As a voluntary aided school the religious education curriculum at St. Paul's is required by law to be determined by the foundation governors in accordance with the school's trust deed. This document is missing and the school does not have a copy. Enquiries at St. Paul's Church, the LDBS and the Church of England Record Centre over recent years have proved fruitless. One possibility for further research is the Public Record Office at Kew, but the school probably does not have sufficient information to make such a search successful. There appears to be no standard wording which the National Society would have used in 1859 and thus, for the moment, the governors' policy for the teaching of religious education in the school is based on an assumption that the trust deed states that religious instruction shall be given in accordance with the doctrines, rites and practices of the Church of England.

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the aims and objectives of Religious Education in Church schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum balance and time:

To ensure high standards of RE, we implement the London Diocesan Board for Schools syllabus which fulfils all legal requirements as well as the RE Statement of Entitlement from the Church of England Education Office 2016. We follow the LDBS model curriculum map documenting the required progression of knowledge and skills, class teachers adapt the planning according to the needs of their classes during the planning process as well as researching enrichment opportunities such as trips and guest speakers that bring the subject to life.

RE is taught for a minimum of 5% of curriculum time which, in EYFS, is entwined in the statutory Early Learning Goals. We believe in a collaborative partnership with parents, which is evidenced by the sharing of learning both in school and at home through the online platform, Tapestry. In Years One to Six, discrete lessons take place on a weekly basis with opportunities to embed further teaching of RE occurring in PSHE, English, Art, Drama and Music lessons due to our cross-curricular approach to teaching and learning. We also have dedicated RE days to explore themes and ideas further. Two thirds of the units taught are dedicated to Christianity with the remaining third focusing on the teaching of other major religions such as Judaism, Sikhism, Hinduism and Buddhism. This ensures that the ethos and values of our Christian school are at the centre of the children's religious education, whilst also promoting inclusivity and tolerance of other important religions.

Legal requirements:

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the distinctively Christian

vision of the school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

How we teach RE:

RE at St Paul's is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school's theologically rooted vision.

The intent of the LDBS syllabus:

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry- based approach to the teaching of RE so that the following skills in children can be developed:
 - Ability to be critical thinkers
 - Ability to engage critically with texts
 - Ability to ask deep and meaningful questions
 - Ability to make connections within and across religions and worldviews
 - Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions
 - Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content.
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences.
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children.
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.

To ensure the teaching of RE supports and enhances:

- The Christian vision of the school.
- Contributes significantly to the spiritual, moral, social and cultural development of children.
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement.
- The Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

Implementation of the LDBS syllabus:

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, philosophy or human/social science.

Investigate/explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing
- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

Early Years Foundation Stage:

in EYFS, RE is entwined in the statutory Early Learning Goals. We believe in a collaborative partnership with parents, which is evidenced by the sharing of learning both in school and at home through the online platform, Tapestry. By the end of Reception children will be able to talk about some religious stories and symbols, their families and their emotions using vocabulary appropriate to their age. Some children working at greater depth will be able to talk about what they find interesting and puzzling and what is important to them and to others.

Religious Education in Key Stage One:

By the end of Key Stage One, we aim to ensure that all children have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age-appropriate level. Children will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to have a religious or non-religious worldview. Children will have a religious vocabulary appropriate to their age and be able to ask important questions about life. They will be able to recognise that others may have a different viewpoint to their own. Some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.

Religious Education in Key Stage Two:

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study three further world faiths.

By the end of Key Stage Two, our aim is that children will be religiously literate at an age-appropriate level. That they will be able to use confidently a wide range of religious and philosophical vocabulary. That they will have a solid understanding of Christianity as a diverse and global living

faith and other world faiths studied and know what the impact of belonging to a faith has on a believer's life. We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview. We aim for our children, by the end of Key Stage Two, to be able to express and justify their own views with confidence. We aim for them to be critical thinkers and be able to engage critically with Biblical and other sacred texts. We want our children to be able to draw on their knowledge of religions and worldviews in order to formulate their own opinion and understanding of the world which they inhabit.

Access to the curriculum:

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts and knowledge and to flourish.

All children are treated with equal respect, worth and value regardless of race, faith, colour, background, gender, sexuality, learning need or learning ability.

Impact of the LDBS syllabus:

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews. (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum.
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions.
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- Children will have developed a deeper understanding of what it means to live life in all its fullness.

Environment and Resources:

RE is well resourced with a range of books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school also makes use of guidance material and resources produced by the Diocese and NATRE.

We aim to provide a rich, stimulating and engaging environment in which Religious Education can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum.

We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our parish and work collaboratively with our churches and wider community. The clergy from St. Pauls, St. Peters, Holy Trinity and St. John's work closely with children and teachers at our school. Clergy from each church support the school both in Collective Worship and in the teaching and learning of RE.

Planning, assessment, recording, monitoring and evaluation:

Planning, assessment and record keeping will be in line with the school's policy for these areas, as for other subjects in the curriculum.

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.

Planned assessment opportunities are identified at the beginning of a unit of learning.

Assessment for Learning (formative assessment) will be on-going allowing teachers to plan work that is accessible to all pupils and enabling them to fulfil their developing potential.

Strategies for assessment may include:

- high quality teacher questioning
- teacher observations particularly around children's verbal contributions to class and group discussions
- teacher observations of when children are engaging in collaborative learning opportunities
- Learning Assistants scribing children's verbal responses during class discussions and debates.
- quality verbal and written feedback
- ongoing self and peer assessment
- beginning and end of unit self-assessments
- prior knowledge and understanding mind maps at the beginning of a unit and then re-visited at the end of a unit thus offering a tool that evidences clearly a child's progress of learning during a unit

Assessment of Learning (summative assessment) will take place at the end of each unit and be used to inform overall assessment by the Teacher. Attainment will be recorded on Arbor at the assessment points throughout the year in accordance with the school's assessment policy.

Standards and the quality of teaching and learning are monitored and evaluated in the following way:

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and progression of skills document;
- Sharing of classroom work and practice;
- Evidence from pupils' work, e.g. Floor/Big Books, RE books, creative writing, art;
- CPD opportunities and sharing examples of good practice with other schools;
- Learning walks;
- Book looks;
- Cross phase and year group moderation

Continued professional development:

School leaders ensure all staff receive regular high-quality CPD in RE by:

- Encouraging staff to be self reflective and identify areas in which they might need further support and guidance
- Identifying available training courses and CPD opportunities

- Subject Lead regularly attends network meetings and keeps abreast of developments in the subject, cascading this to other staff members via weekly briefings and twilight in-house CPD sessions.

Parents and Carers:

As a school we recognise that a partnership with parents/carers is essential to help children flourish. Pupil progress in RE will be summarised in the verbal report made to parents in the spring term and the written report sent to parents in the spring and summer term.

Role of the RE subject leader:

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- To keep up to date with developments in the area of Religious Education through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools.
- To monitor and evaluate the planning, teaching and assessment of Religious Education across the school in collaboration with the leadership team.
- To support staff in the teaching of Religious Education across the school through team planning, teaching and moderation.
- To lead the review of the policies and impact of the syllabus on raising standards.
- To plan and lead INSET and CPD to build on the staff’s knowledge and practice of effective Religious Education teaching.
- To work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school.
- To regularly review and keep up to date the school’s self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Evaluation/Review:

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every two years by the Governing Body.

Date of validation..... Signed.....

Chair of Governors

Date of review..... Signed.....

Chair of Governors