'opening doors to the journey of life'

Love – Trust – Respect – Inspire

'RE' POLICY

for St Mark's CE Primary School

Document Name	Approval Date	Next Review Date
RE Policy V1.0	March 2019	March 2021
Review period: Every two years		
Responsible Person: Robert Stoner		

The Governors have paid due regard to the impact of all aspects of equality in the approving of this policy

Review of policies

Policy headings:

1. Introduction: Mission Statement, Vision & Aim
2. Aims & Objectives
3. Through the teaching and learning of R.E. we want our pupils to
4. Religious Education will provide opportunities to promote
5. Skills to be developed in Religious Education
6. Attitudes to be developed in Religious Education
7. Curriculum Planning in R.E.
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15. Responsibilities for RE within the school (Head teacher and Governors)
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Our Mission Statement

Our school is founded on Christian values, principles and beliefs. We are a happy school in which pupils work hard and learn well within a nurturing and safe environment.

At St Mark's CE Primary School we recognise that all members of our school community – children, parents, carers, staff, volunteers and governors – are unique and valued for the contributions they make.

St Mark's CE Primary School is special because we aim to:

- Create an environment where children develop the confidence to think for themselves and enjoy their time at school.
- Encourage high standards, seeing all children as individuals and helping them to achieve their full potential.
- Develop an understanding of our four core values for the whole school community: Love, Trust, Respect and Inspire.
- Make learning an enjoyable experience.
- Develop in children a sense of awe and wonder at the world around them.
- Help children to become caring and responsible citizens who have positive attitudes towards the well-being of themselves and others.
- Develop in children respect for other people and their surroundings.
- Celebrate self-esteem and build up confidence by reacting positively to children and their work.
- Promote constructive relationships between governors, staff, parents, carers, volunteers and the church and wider community.
- Recognise and celebrate our Christian values, which permeate through all aspects of school life.

"Our Lord Jesus Christ said: The first commandment is this: 'Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.' The second is this: 'Love your neighbour as yourself.' There is no other commandment greater than these." Matthew 22 v 37-39

Vision

"I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life." John 8:12

Aim

As a school we highlight the following four Christian values:

Love, Trust, Respect, Inspire

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.'

Please see the attached Statement of Entitlement in the appendix of this policy.

St Mark's, Swanage is a Church of England School; therefore we deliver RE in line with the guidance published by the Salisbury Diocese (understanding Christianity).

This syllabus reflects the fact that the religious traditions in Britain as a whole are in the main Christian, whilst taking account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism.

We feel that the teaching of Religious Education makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christian and other principal religions.

Aims and Objectives:

- To provoke challenging questions about the ultimate meaning and purposes of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- To develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and secular world views such as Humanism or Atheism
- It aims to develop pupils' awareness and understanding of beliefs, teachings, practices and forms of expression and helps them understand how these can contribute to people's identity, sense of belonging, values and commitments
- To encourage pupils to develop their own sense of identity and belonging
- To enable them to flourish individually within their communities
- To act with personal responsibility and as citizens in a pluralistic society and global community
- To enable pupils to learn from different religions, beliefs, values and traditions whilst exploring their own beliefs, those of the family from which they come and questions of meaning
- To promote opportunities to share, explore and value religious and non- religious belief and in this way seeks to make a major contribution to pupils' spiritual and philosophical development
- To offer opportunities for personal reflection and spiritual development, encouraging pupils to develop the ability to be still, to think deeply, to reflect and to appreciate times of stillness and silence;
- To challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, values, belief, faith and ethics, as informed by religious and secular world views, and to effectively communicate their responses
- To take an important role in preparing pupils for adult life, employment and lifelong learning
- It enables them to develop respect, sensitivity and empathy for others, in particular those whose faiths and beliefs are different from their own.
- It promotes discernment and enables pupil to challenge prejudice, discrimination and racism.

Through the teaching and learning of R.E. we want our pupils to:

- Learn about religious traditions
- Reflect on what the religious ideas and concepts mean to them
- Extend their own sense of values
- Promote their own spiritual growth and development

Religious Education will provide opportunities to promote:

- Spiritual development
- Moral development

- Social development
- Cultural development
- Emotional development
- Citizenship

Skills to be developed in Religious Education:

These skills are cumulative across the key stages and include:

- Investigation
- Interpretation
- Analysis and evaluation
- Synthesis
- Application
- Communication
- Thinking skills
- Creativity

Attitudes to be developed in Religious Education:

While knowledge, skills and understanding are central to the syllabus for Religious Education, it is also vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following attitudes are essential for good learning in Religious Education and need to be consistently developed at each stage:

- Self-awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

Curriculum Planning in RE

RE is taught in discrete sessions weekly and additional topic specific weeks occur throughout the year. This flexibility we feel produces the best learning for children as they can fully focus on the elements we are teaching and produce quality outcomes for all during a dedicated learning time.

To fulfil our obligations as a Church School we teach two thirds Christianity and one-third another major world religion in each year group.

Teachers lift the main elements of lessons from Discovery RE and the approved Diocesan resource 'Understanding Christianity'. These documents support the school's medium term RE planning format to create engaging and exciting learning experiences for pupils.

Work in RE is recorded in two locations:

- RE files – pupils have files that evidence their individual written work from across the topics taught.
- In some cases longer pieces of written work will either be in literacy or topic books.

Curriculum overview 2018/19	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F1 Why is word 'God' so important to Christians? Special People: What makes people special?	F2 Why do Christians perform nativity plays at Christmas? Christmas: What is Christmas?	Celebrations: How do people celebrate?	F3 Why do Christians put a cross in an Easter Garden? Easter: What is Easter?	Story Time: What can we learn from stories?	Special Places: What makes places special?
Year 1	1.1 What do Christians believe God is like?	1.3 Why does Christmas matter to Christians?	Christianity: Was it always easy for Jesus to show friendship? (*use elements of UC*)	Judaism: Is Shabbat important to Jewish children?	1.2 Who made the world?	Judaism: Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year 2	Christianity: What did Jesus teach? Is it possible to be kind to everyone all of the time?	1.4 What is the good news that Jesus brings? Christmas: Jesus as a gift from God	Judaism: Passover. How important is it for Jewish people to do what God asks them to do?	1.5 Why does Easter matter to Christians? Salvation/Easter	The Trinity	Islam: Prayer in the home and the mosque as a place of worship
Year 3	2a.1 What do Christians learn from the Creation story? In autumn, Year 3 are going to trial a form of engagement with the church so children can engage spiritually with the teachings of Jesus. This will change when certain elements are taught; jump each over one term.	Hinduism: How can Brahman be everywhere and in everything?	2a.2 What it is like to follow God?	Sikhism: What is the best way for a Sikh to show commitment to God?	2a.3 What is the Trinity?	Diwali: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?
Year 4	2a.4 What kind of world did Jesus want?	Judaism: How special is the relationship Jews have with God?	Christianity: Is forgiveness always possible for Christians?	2a.5 Why do Christians call the day Jesus died 'Good Friday'? (30 March)	2a.6 When Jesus left, what was the impact of Pentecost? (20 May)	Judaism: What is the best way for a Jew to show commitment to God?
Year 5	2b.1 What does it mean if God is holy and loving?	2b.4 Was Jesus the messiah?	Hinduism (Prayer and Worship): What is the best way for a Hindu to show commitment to God?	2b.6 What did Jesus do to save human beings?	2b.5 What would Jesus do?	Sikhism: Beliefs and Moral Values
Year 6	2b.2 Creation and science: conflicting or complementary?	2b.3 How can following God bring freedom and justice?	Islam: What is the best way for a Muslim to show commitment to God?	2b.7 What difference does the resurrection make for Christians?	Islam: Does belief in Akhirah help Muslims lead good lives?	2b.8 What kind of king is Jesus?

We are as a school teaching over 2/3 Christianity. We need to remember that as a Church school, we embed the morals of Christianity and British Values.

Assessment Arrangements in R.E.

Teachers are expected to mark Religious Education work in line with the school's Marking Policy and with the same rigour as they would use when marking other core subjects.

Throughout every unit of R.E teachers use their own assessments to adapt any plans and support or challenge the pupils. The Key Questions in the Syllabus form the basis for the teacher assessments.

The teacher will vary the method of assessment according to the needs and abilities of the individual pupil. From this assessment the class teacher determines whether a child is working below age related expectation (emerging), at age related expectation (expected), or at greater depth (exceeding). This information forms part of the termly whole school assessment reports that are shared with Governors, Senior Leaders and Teachers. It assists in tracking pupil progress and ensuring that pupils are achieving, at least, in line with other core subjects.

The subject leader will monitor Religious Education within the school through analysis of assessment information, observations, scrutiny of work and planning.

Inclusion Arrangements in R.E.:

Religious Education can make a significant contribution to inclusion, particularly as it promotes respect for all. It challenges stereotypical views, promotes appreciating difference in others and can develop self-esteem. It recognises that every pupil has special value, including those with special needs and also the gifted and talented. Therefore, 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.
- Meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys or girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

We plan for individual needs, differentiating to allow all to achieve, building self -esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

All children at this school are taught Religious Education whatever their ability, race or gender. We closely follow the 'valuing all God's children' guidance published by The Church of England Education office (2017).

Opportunities for Children's Literacy Development in R.E.:

- Using pictures/music/questions/stories/artefacts to elicit discussion
- Asking and answering open -ended questions
- Using ICT/reference books to encourage research and evidence collection
- The use of written responses to R.E. teaching and learning
- Sharing of bible stories.

RE in the wider curriculum

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life '. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad -based curriculum, is essential to achieving these aims.
Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

Effective RE will promote community cohesion at each of the four levels outlined in DCSF guidance (2007).

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

The Right of Withdrawal from Religious Education:

We are aware that under the Education Act 1996 we must provide Religious Education for all registered pupils and we acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from Religious Education without providing a reason.

We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.

The use of the right to withdraw should be at the instigation of the parents / carers and it should be made clear if this is from the whole of the subject or specific parts of it.

The right of withdrawal does not extend to other areas of the curriculum where it is possible for aspects of religion to be discussed in history or citizenship.
When pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Arrangements for monitoring standards of teaching and learning in RE

The co-ordinator will monitor RE within the school through analysis of this assessment data, lesson observations and scrutiny of work. This is alongside the senior leadership team's triangulation of assessments.

The co-ordinator is responsible for contributing to the Church school self-evaluation process.

The school development plan includes an action plan specifically for RE and this is reviewed termly by staff and Governors.

As a CE school we also update our SEF and SIAMS toolkit to reflect the Christian Ethos of the school, standards of teaching and learning and evaluation of data.

These are also reviewed by staff and Governors on an annual basis.

Responsibilities for RE within the school, (Head teacher and Governors)

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw

Appendix A

THE CHURCH OF ENGLAND EDUCATION OFFICE

Religious Education in Church of England Schools

A Statement of Entitlement

A high quality religious education (RE) curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views* fostering respect for them. Although there is not a National Curriculum for RE, all maintained schools have a statutory duty to teach it. This is equally applicable to academies and free schools as it is to maintained schools. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the Locally Agreed Syllabus unless parents request RE in accordance with the trust deed of the school; and, in voluntary aided schools RE must be taught in accordance with the trust deed.

In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith: for example through the Understanding Christianity resource. Church schools should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners.

RE must have a very high profile within the church school curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.

The effectiveness of denominational education in Church of England schools is evaluated during the statutory section 48 (SIAMS) inspection. The Evaluation Schedule assesses the way RE contributes to a church school's Christian character. It highlights the responsibility of church school leaders to support and resource RE, and those teaching it. In voluntary aided schools, a

judgement on standards in teaching and learning in RE is included in the SIAMS report. This judgement is made against the expectations set out in this document.

Religious education (RE)

1. 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.

*The phrase world views is used here and throughout the document to refer to the variety of smaller religious communities represented in Britain e.g. Baha'i and to non-religious world views such as Atheism and Humanism

- 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.

2. Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Effective teaching and learning about Religions and World Views

3. Church schools have a duty to provide accurate knowledge and understanding of religions and world views. They should provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

Curriculum balance

4. Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to.

- KS 1 – 3 at least 2/3rds Christianity.
- KS 4 the study of Christianity will be a significant and substantial part of any Religious Studies qualification.
- KS 5 continue the study of religion and worldviews within the provision of core RE in an appropriate format for all students.

Curriculum time

5. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%.

NB: The RE entitlement is totally separate from requirements for Collective Worship.

[1] Where schools follow an Agreed Syllabus which requires less than 2/3rd Christianity, they should enrich their Christianity input e.g. with additional whole-school days on underlying concepts and beliefs of Christian festivals

Developing staff expertise

6. To demonstrate the subject's comparable status with other core curriculum areas in both staffing and resourcing, it should be a priority in Church schools to build up staff expertise in RE specifically but not exclusively, working towards:

- At least one member of staff having specialist RE training or qualifications.
- All staff teaching RE having access to appropriate professional development.
- All teaching staff and governors having an understanding of the distinctive role and purpose of RE within church schools.
- A governing body which monitors standards in RE effectively.

Expected academic outcomes for pupils

7. Pupil achievement in RE should equal or be better than comparable subjects, and all pupils should take a recognised and appropriate qualification at KS 4.

The role of the Diocesan Boards of Education

8. One function of Diocesan Boards of Boards of Education (DBEs) as set out in the DBE measure is to promote, or assist in the promotion of, RE in schools in the diocese. This can be fulfilled by:

- Monitoring the quality of RE in church schools.
- Offering high quality training to all schools throughout the diocese so that provision for RE is effective and promotes religious literacy.

Support for effective and outstanding RE

9. RE teachers belong to a wider educational and church community. They should expect positive support in providing effective and outstanding RE from:

- Their senior management team.
- Their governing body, especially Foundation governors.
- Their local Diocesan Board of Education, including a Schools' Adviser with an appropriate RE background.
- Clergy.
- The Church of England Education Office (see *Making a Difference* p.31 no.4).
- The Church of England representatives on their local SACRE.

Derek Holloway June 2016

School Character and SIAMS Development Manager