

# St Mary's and St. Peter's CE Primary School

## Religious Education Policy



As a Voluntary Aided Church of England Primary School, Religious Education is at the heart of our curriculum. We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of **'life in all its fullness'** applies to all areas of our school. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents, and also in our safeguarding responsibilities.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. Our RE Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

### Aims

The aim of Religious Education in our school is to learn about and learn from religion.

Through Religious Education pupils will be enabled to:

- develop and extend knowledge, understanding and awareness of the Christian faith and other religious traditions
- develop an understanding of the beliefs, values and traditions of individuals, communities, societies and cultures
- develop the ability to make informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain
- enhance their spiritual, moral, cultural and social development by:
  - a) developing an awareness of the fundamental questions of life raised by human experiences, and of how the Christian faith and other religious teachings can relate to them
  - b) responding to such questions with references to the teachings and practices of the Christian faith and other religious traditions, and to their own understanding and experience
  - c) reflecting on their own beliefs, values and experiences in the light of their study

### School Vision Statement

Our school vision **'life in all its fullness'** underpins all of school life at St. Mary's and St. Peter's school. This vision is firmly embedded in our teaching of RE. Our RE scheme of work provides many opportunities to realise the four key areas of our vision statement:

- 1) **Wisdom, Knowledge and Skills**
- 2) **Hope and Aspiration**
- 3) **Community and Living Well Together**
- 4) **Dignity and Respect**

# **St Mary's and St. Peter's CE Primary School**

## **Religious Education Policy**

### **Statutory Duties**

Religious Education at St. Mary's and St Peter's Primary School is agreed by the governors and reflects the trust deeds of the school. We adhere to the guidelines set out in the Statement of Entitlement published by the Church of England Education Office.

Parents have the right to withdraw their children from all or parts of Religious education. Children who are withdrawn from Religious Education will be supervised in another class. However this is not normally expected to happen. Any parents who request withdrawal should do so in writing and a meeting to discuss this request will be arranged with the Headteacher.

### **Implementation**

The school uses the LDBS scheme of work for RE, which was introduced in September 2016. It spans from Reception to Year 6 and covers the six main world religions and a number of thematic units for Upper Juniors. The content of the curriculum is in the main part Christianity.

10% of curriculum time is dedicated to the delivery of RE. This is separate to the children's entitlement for collective worship. Teachers have flexibility in the way they allocate these hours although it is expected that there will be an hour of RE taught each week.

Teaching is designed to develop the following skills and processes:

- investigation
- interpretation
- reflection
- empathy
- evaluation
- analysis
- synthesis
- application
- expression

As part of the whole school approach to spiritual, moral, social and cultural education, we aim to develop a number of attitudes through religious education:

- commitment (understanding the importance of commitment to a set of values by which to live one's life);
- fairness
- respect
- self-understanding
- enquiry

All our RE teaching is underpinned by our fundamental British values including the principles of inclusion, equal opportunities and race equality.

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### **School Values**

We make links wherever possible to our school values of **compassion, creation, endurance, forgiveness, friendship, hope, humility, justice, koinonia, peace, reverence, service, thankfulness, trust, wisdom.**

### **Teaching Methods**

To achieve these aims we use a variety of teaching methods including:

- Questioning and opportunities for reflection
- Investigative work using religious artefacts, library books and the internet
- Opportunities for the children to respond practically through use of art and drama
- Opportunities for writing and recording in books
- Use of videos to support the children's learning
- Visits or 'virtual' visits to places of worship
- Interviews and discussion with people of different faith backgrounds
- Use of children's own experiences as a resource

Teaching material is differentiated to meet the needs of all children.

Each half term, one or two pieces of quality written work are recorded in the children's books. The expectation is that this writing is of the same high standard as English.

Where religious artefacts are used, the children are reminded of the importance of demonstrating respect and reverence when handling them. This also applies when visiting places of worship.

### **Assessment**

We assess RE in the following ways:

- through marking with written comments which suggest next steps in learning
- through formative discussion with children
- through end of topic assessment work

We record assessment using Target Tracker. Children are assessed according to whether they are working below the expected level, at the expected level or working at greater depth. 'I can statements' are used to assess children's understanding of the two assessment focus areas: learning about religion and learning from religion. This is updated regularly at the end of each half term.

Where work is of a practical nature, teachers record children's learning by taking photos. These photos, which are stored centrally on the central school system, provide evidence of progress.

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## **Monitoring, evaluation and review:**

RE is monitored as part of the school's process of self-evaluation and self-review.

**Policy reviewed and updated by Sue Tucker: April 2018**

**Date of Renewal: April 2019**