

## Religious Education Policy

As a Church of England Voluntary Aided School, Religious Education taught is according to Gloucestershire's Agreed Syllabus for Religious Education, and is underpinned by the principle aims of the syllabus:

*'to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own idea and ways of living'.*

(Gloucestershire Agreed Syllabus 2017 - 2022)

### **The Church of England's Statement of Entitlement**

This statement outlines the aims and expectations for Religious Education in Church of England Schools and guides our school's approach to RE. Full details of this document can be found in Appendix One.

*The vision for our church school is of a caring, Christian community where we light the spark of curiosity, build on individual talents and give everyone the courage to live life in all its fullness.*

Building on these themes, RE in this school contributes to the outworking of our vision by caring about and respecting others of all faiths and those with none, being curious as we explore Christianity and other religions and worldviews and having courage to develop our own beliefs and reflect on how we live our lives.

### **Aims and purposes**

In line with all church schools, we have a duty to provide accurate knowledge and understanding of religions and world views. Teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we expect from our pupils.

Through the provision of RE at St Mary's we aim to:

- Provoke challenging questions about the purpose of life, beliefs, the self and issues of right and wrong.
- Develop pupils' knowledge and understanding of Christianity, and other principal religions represented in Great Britain, and religious traditions, fostering personal reflection and spiritual development.
- Encourage pupils to explore and develop their own beliefs, whether they are religious or non-religious in light of what they learn, as they examine issues of religious belief, faith, values and traditions and understand the influence of these on individuals, societies, communities and cultures.
- Enable pupils to build their sense of identity and belonging, which helps them confidently grow within their communities and as tolerant citizens in a diverse society.

- Develop respect for each other, including people with different faiths and beliefs, and to consider their responsibilities to themselves and others, exploring how they might contribute to their communities and to the wider society.
- Encourage empathy, generosity and compassion. Therefore we encourage visits to places of worship and welcome visitors from different faith communities.
- Develop a sense of awe and wonder in the world in which our children live.

### **Organisation and Time Allocation**

RE is a core subject of the curriculum for all pupils and is taught as a discrete subject. Teaching and planning draws on objectives set out in the *Gloucestershire Agreed Syllabus* supported by the resource *Understanding Christianity*. We teach a sequence of RE units ensuring learning outcomes and activities are carefully planned to meet pupils' ages and abilities. See Appendix Two.

In line with the recommendations of the *Gloucestershire Agreed Syllabus* children spend a minimum of 36 hours per year (one hour per week) for Foundation and KS1 pupils and 45 hours per year (75 minutes per week) for KS2 pupils.

In KS1 Christianity and aspects of Judaism and Islam are taught. In KS2 Christianity and aspects of Hinduism, Judaism, Islam and Humanism are taught. In addition to these statutory requirements we take into account the beliefs, viewpoints and ideas of children and their families.

Collective worship is not included in RE teaching and learning time even though there may be, on occasions, a strong connection between that and themes dealt with in religious education.

### **Assessment**

In line with the school's policy on assessment, record keeping and reporting, every teacher is expected to take responsibility for the regular assessment of RE. This is done primarily through teacher marking against the specific learning intentions in the form of 'I can...' statements.

At the end of the Autumn, Spring and Summer terms, teachers are expected to put the end of term assessment data for each child's RE attainment onto INSIGHT, the school's pupil tracking system. This is used by the subject leader to track specific children/cohorts as well as overall school attainment in RE therefore supporting overall progress within each class and across the whole school.

### **Reporting to parents**

Children's RE books are shared with parents during parental consultations and attainment and progress is reported annually.

## Responsibilities for RE in School

The subject leader is responsible for overseeing the teaching and learning of RE across the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and share good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- Supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around Strand 7

### The Head Teacher and Governors make sure:

- RE has a high profile within the curriculum and timetabled so the school can fulfil its legal obligations on RE and pupils make good progress
- The policy is implemented and adhered to
- Those teaching RE are suitably qualified and trained in the subject and have opportunities for CPD
- Clear information is provided for parents on the RE curriculum and the right to withdraw

### The Right of Withdrawal from Religious Education

At St Mary's School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

Approved by Governors: September 2021

Review date: September 2024

Signed by Headteacher:



Signed by Chair of Governors:



**Appendix One - The Church of England's Statement of Entitlement**

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

## Appendix Two - Whole School Unit Overview of the teaching of R.E

Key:

Christianity Unit (resources and activities found in 'Understanding Christianity')	
Other Religion unit	
Thematic unit (comparing religions)	

Early Years / Key Stage 1						
Term (Christian Calendar)	Term 1	Term 2 (Christmas)	Term 3	Term 4 (Easter)	Term 5 (Pentecost)	Term 6
Year Group						
EYFS	Unit F4: BEING SPECIAL Where do we belong?	Unit F2: INCARNATION Why is <b>Christmas</b> special for Christians?	Unit F1: GOD/CREATION Why is the word 'God' so important to Christians?	Unit F3: SALVATION Why is <b>Easter</b> special to Christians?	Unit F5: SPECIAL PLACES What places are special and why?	Unit F6: SPECIAL STORIES What times/stories are special and why?
Year 1	Unit 1.2: CREATION Who made the world?	Unit 1.3 (Core learning section): INCARNATION Why does <b>Christmas</b> matter to Christians?	Unit 1.4 GOSPEL What is the good news Jesus brings?	Unit 1.5 (Core learning section): SALVATION Why does <b>Easter</b> matter to Christians?	Unit 1.6 ISLAM Who is a Muslim and how do they live?	Unit 1.8 SACRED PLACES What makes some places sacred to believers?
Year 2	Unit 1.1: GOD What do Christians believe God is like?	Unit 1.3 (Digging Deeper section): INCARNATION Why does <b>Christmas</b> matter to Christians?	Unit 1.7 JUDAISM Who is Jewish and where do they live?	Unit 1.5 (Digging Deeper section): SALVATION Why does <b>Easter</b> matter to Christians?	Unit 1.9 How should we care for the world and for others and why does it matter?	Unit 1.10 What does it mean to belong to a faith community?

Lower Key Stage 2 (Years 3 & 4)						
Term (Christian Calendar)	Term 1	Term 2 (Christmas)	Term 3	Term 4 (Easter)	Term 5 (Pentecost)	Term 6
Year Group						
Year 3	Unit L2.1 CREATION/THE FALL What do Christians learn from the creation story?	Unit L2.3 INCARNATION/GOD What is the Trinity and why is it important for Christians? <b>Christmas</b>	Unit L2.9 ISLAM How do festivals and worship show what matters to a Muslim?	Unit L2.10 JUDAISM How do festivals and family life show what matters to Jewish people?	Unit L2.4 GOSPEL What kind of world did Jesus want?	Unit L2.12 How and why do people try to make the world a better place?
Year 4	Unit L2.2 PEOPLE OF GOD What is it like to follow God?	Unit L2.7 HINDUISM What do Hindus believe God is like?	Unit L2.8 HINDUISM What does it mean to be Hindu in Britain today?	Unit L2.5 SALVATION Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b>	Unit L2.6 KINGDOM OF GOD When Jesus left what was the impact of <b>Pentecost</b> ?	Unit L2.11 How and why do people mark the significant events of life?
Upper Key Stage 2 (Years 5 & 6)						
Year 5	Unit U2.1 GOD What does it mean if God is Holy and Loving?	Unit U2.3 INCARNATION Was Jesus the Messiah? <b>Christmas</b>	Unit U2.8 ISLAM What does it mean to be a Muslim in Britain today?	Unit U2.9 JUDAISM Why is the Torah so important to Jewish people?	Unit U2.6 KINGDOM OF GOD What kind of King is Jesus?	Unit U2.10 What matters most to Humanists and Christians?
Year 6	Unit U2.2 CREATION Creation & Science – Conflicting or Complimentary?	Unit U2.4 GOSPEL How do Christians decide how to live? 'What would Jesus do?'	Unit U2.7 HINDUISM Why do Hindus want to be good?	Unit U2.5 SALVATION What did Jesus do to 'save people'? <b>Easter</b>	Unit U2.11 Why do some people believe in God and some people not?	Unit U2.12 How does faith help when life gets hard?