

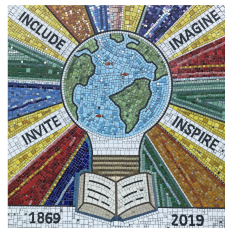


RE Policy

Feb 2023

St Peter's CE School Vision

'Living life in all its fullness'. John 10:10



Invite

We invite everyone on our journey towards a bright and fulfilling future.

Include

We include everyone: differences are valued and individuals can flourish.

Imagine

We imagine a world of hope and harmony in our inclusive Christian environment.

Inspire

We inspire everyone to make a difference and be the best they can be.

The purpose and nature of Religious Education

The purpose of RE is to prepare children for life in a society characterised by diversity of religious affiliation and practice. St Peter's is a voluntary aided Church of England primary school and the religious life of the school is clearly based on Christianity. The children learn about other faiths in an environment that promotes understanding and respect.

Invite, Include, Imagine, Inspire

The distinctive contribution which RE can make through the curriculum lies essentially in the nature of its field of study. It is about religion and the influence it has on the lives of many people. It is about the holiness and mystery and power of religious material. It is about God and the relationship between God and humanity and the way that relationship has and continues to be revealed. It is about the inexplicable mysteries of life; it is about identity and a sense of purpose and meaning in life.

Aims

Through Religious Education at St Peter's we aim to:

- Promote the Christian identity of the school.
- Encourage pupils in their understanding and practise of their faith
- To foster an awareness of life's spiritual dimension and respect for religious practice
- Lead pupils to an awareness, understanding and appreciation of religious traditions other than their own
- Promote strong links between the school, the local church and other places of worship.
- Teach children by example through the daily goings on in the life of the school.
- Help develop in the children a capacity for reverence, and response to God and give them opportunities for prayer.
- Foster respect and love for others, encouraging harmonious relationships within school while developing a sense of community that extends beyond.
- Develop in the children an awareness of their relationship with the natural world and a sense of wonder.
- Give the children a rich variety of experiences through which they can develop attitudes, skills and knowledge to shape their own beliefs and values in life.
- Develop an awareness of achievement, celebration and joy and alongside that of loss, sadness and suffering.
- Develop an awareness of spiritual and moral issues in life experiences.
- Develop a knowledge of and respect for major world faiths.

The legal position of religious education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.

We aim to provide a religious education curriculum with a 2/3 emphasis on Christianity. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are, in the main, Christian but that it should, at the same time, take account of the teachings and practices of other major religions. This also accords with LDBS guidelines.

Teaching and learning style

The religious education curriculum forms a vital part of our school's spiritual and moral teaching and promotes both citizenship and Relationship and Health Education. Our values and vision (which are woven into every aspect of school life) support our school's spiritual teaching. At times, lessons will include elements of citizenship and PSHE but will always be underpinned in theology.

Children are taught religious education every week.

We believe that good teaching in RE should allow children to extend their own sense of values and develop their spiritual growth through their questioning, discussions, reflection upon and responses to a variety of religious ideas and concepts. Children study religious themes and compare the views of different faith groups.

Opportunities to share our learning of RE not only takes place at collective worship, religious festivals (celebrated in both the school and church) and the newsletter, but permeates through the children's development as spiritual individuals who carry this with them into their daily lives.

We aim to differentiate the RE curriculum and promote inclusion in a variety of ways (in accordance with our teaching and learning policy) which includes (but not limited to):

- setting of open-ended tasks using stimulus to develop questioning and discussion
- setting tasks which increase in difficulty with support or challenge as appropriate
- using adult or peer support
- talk frames and word mats to aide discussions and writing
- practical activities such as drama or Godly play.
- physical resources where appropriate.

Curriculum planning in religious education

Our religious education curriculum is based upon the LDBS Curriculum which ensures coverage, continuity, challenge and progression. The units can be found on the RE Curriculum Map. There is an emphasis on investigating religious artefacts, concepts, traditions and texts which in turn leads to enquiry, the promotion of the 'big' questions and philosophical reasoning to challenge and extend pupils' thinking.

The curriculum concentrates on developing a detailed and thorough understanding of Christianity, in conjunction with an introduction into other religions to enable children to draw comparisons and make links where appropriate.

The relationship between the Christian character of the school and the teaching of RE is clear. Our Christian and British values are discussed within the curriculum and children reflect on their meaning.

Resources used to assist the teaching of the Religious Education curriculum include:

- The agreed syllabus for Religious Education (The LDBS Curriculum)
- Books (including age appropriate Bibles), websites, video media
- Artefacts, pictures and photographs
- Experience of people and places which illustrate teaching points

The RE overview plan maps the religious education topics studied in each term throughout each key stage; giving a broad and balanced experience of:

- Stories from the old testament
- World faiths
- New testament teaching
- Reflection and consideration of people, places and events which are relevant to Christianity.

Class teachers create flip charts from the syllabus to develop skills based learning intentions for each lesson, using child speak. These flipcharts are kept in the class' planning folder on the shared drive, and are monitored by the SLT and RE co-ordinator. The RE co-ordinator works with teachers to assist planning, resourcing and delivery of the objectives as appropriate.

RE Special Book

The vast majority of our evidence will be collected within the RE Special book. Expectations of the Special book are laid out below:

- An entry for every R.E. lesson where there is not an entry in the children's RE books. (This is approximately eight per term)
- All entries must be dated
- All entries must have the LI included
- Entries can include: flipcharts, photographs, photos of white board work, post-its, children's responses written in speech bubbles (or similar)
- Flipcharts should be annotated if there has been a class discussion with no written evidence on white boards
- Must ensure that the book contains entries which show the depth of the children's learning
- Work must be stuck into the RE Special Book promptly, and the book should be open on display within the classroom to show the children's latest work

RE Books

All work in the R.E. book will count towards determining children's assessment outcomes. Expectations of the R.E. book are laid out below:

- Two entries per half term (12 per year).
- KS2 can include extended pieces of writing which includes a toolkit.
- All entries should be marked in keeping with the school's marking policy.

Foundation Stage

We teach religious education to all children in the school, including those in Reception (Foundation Stage). In the Foundation Stage, Religious Education is taught through stories and events linked to themes studied each half term. Learning can be taught through all areas of the Early Learning Goals in the Foundation Stage Curriculum through stories, songs, role play, trips and visitors and investigation with the aim that children have a sense of awe and wonder of the world and creation and a feeling of being special and unique as well as belonging to a wider family.

Religious Core Concepts

As recommended by the LDBS through their CPD and Curriculum, we encourage the children to think about their learning (within the Christian faith) through big questions and core concepts, which are:

God	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit
Creation	The universe and human life are God's good creation. Humans are made in the image of God.
Fall	Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
People of God	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — the anointed one/the chosen one.
Incarnation	The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.
Gospel	Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.
Salvation	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
Kingdom of God	This does not mean that no one sins anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of

	life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.
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RE TRIPS

We recognise that so much important religious education happens outside the classroom. Each year group must go on a religious school trip once throughout the year. This ensures that by the time the children leave St Peter's in Year 6 they have visited a range of holy buildings from all faiths. We also frequently visit St Peter's Church for services throughout the year.

Assessment and recording

Assessment is a key tool to monitoring standards of achievement and the pace of pupil's progress. It also informs planning, especially in making decisions about the need for differentiation.

Assessment in RE as in other curriculum areas should:-

- Be focused on what the pupils can do.
- Make use of a variety of methods.
- Be purposeful and specific.
- Be manageable.
- Help children to be aware of their strengths.
- Inform meaningful reporting to parents.

Assessments take place each half term. Teachers rate the children as emerging, secure or exceeding within their levels. This is then tracked and updated every half term resulting in a best fit level at the end of the year. Teachers each have an assessment folder in which to record examples of the children's work and also to keep track of the children's levels. This folder then gets passed up to the next class teacher.

Special Educational Needs and Equal Opportunities

Religious Education is an area where differences can be covered in a sensitive and caring way. As with all curriculum area children's learning needs will be considered carefully so that they achieve to their full potential and receive maximum stimulation and enjoyment. Teachers will be aware of religious background, culture and gender when planning and delivering RE.

Resources

Resources are available to teach all our religious education scheme of work. The RE subject leader oversees the ongoing development of the Religious Education scheme of work. Resources for religious education are kept in a central store and on our computer network.

There are bibles, story books, non-fiction books and artefacts to support teaching of all world faiths. St Peter's Church is an important local resource for us and is visited in order to support the scheme of work as well as for worship. Father Henry is in school on a weekly basis and is happy to support staff in the delivery of Religious Education.

Monitoring and review

The RE subject leader is responsible for monitoring the standards of work and quality of the teaching in Religious Education, supporting colleagues in the teaching of religious education and provides a strategic lead and direction for the subject in the school including its development in the School Development Plan.