

One Family – Achieving more together

Religious Education Policy

Introduction

The following policy has been put together based upon the vision and aims of St Mary's Junior school with the five aims and key vision of the school which identify that St Mary's will be:

...a vibrant learning community with a Christian culture and a climate that encourages creativity, challenge and enquiring minds. We seek to nurture self esteem, promote respect and empower individuals to achieve their true potential.

St Mary's Vision statement

In addition this policy document follows guidance from the Hampshire County advisor/inspector for religious education and the guidance provided by the locally agreed syllabus, *Living Difference IV*. In addition, the planning and delivery of Christianity within RE lessons is complemented with resources from the Church Of England's *Understanding Christianity* publication, allowing for children to understand the big story of the Christian Bible and to explore life's big questions, considering the part the children can make to our world.

The legal requirements of RE

In line with the schools trust deeds, the terms of Union with the National Society state with regard to religious education that: *The Head teacher and the governing body will ensure that religious education is given at least five per cent of curriculum time and that such religious education is consistent with the faith and practice of the Church.*

The Education Act 1996 requires that; *religious education should be taught to all pupils other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education.*

We follow, under the advice provided by Winchester Diocese, the syllabus "Living Difference Revised" which (quoting from the syllabus and Education Act), *reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain.* With regard to the law Religious Education *must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils*, whether that of a secular agenda or of a particular religion.

The Department for Children, Schools and Families (DCSF) (now DfE) guidance, Religious education in English schools: Non-statutory guidance 2010, states that: *Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the Schools Standards and Framework Act 1998. The*



key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. ... Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

As already stated, under the guidance of Winchester Diocese, we follow the locally agreed syllabus.

The School's aims for RE & the contribution of RE to spiritual, moral, social and cultural education and developing understanding of the school's Christian values.

"The overarching ambition of Living Difference IV is to play an educative part in the lives of children and young people as they come to speak, think and act in the world. Therefore, teaching must support children and young people discern from what has been studied, what this many mean in their own lives and for the world." p. 43 LDIV.

Our aim of Religious Education is to draw on pupils' own independent potentially small interpretive points of view and develop these to appreciate a wider and broader viewpoint.

We are made up of staff and pupils who originate from differing nationalities, cultures and faith groups. Being mindful of the Christian character of the school, we should be celebrating diversity and offering a welcoming and inclusive environment for all our pupils, including new arrivals and those for whom English is an additional language.

The purpose of Religious Education is to support pupils in developing their own coherent patterns of values and principles, and to support their spiritual, moral, social and cultural development. This entails encouragement of each pupil to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. It is important that students progressively develop the capacities to interpret, evaluate and respond to differing values and beliefs. This can be achieved through extending their thinking and analytical skills and their creative, imaginative and emotional development.

A further purpose of RE is to foster mutual understanding between pupils of differing religious and cultural backgrounds.

Parental right of withdrawal from Religious Education lessons

Parents are informed in the school prospectus that they have the right to withdraw their pupils from parts of or all religious education. Parents who choose to withdraw their children from Religious education lessons are requested to discuss the issue with the Head teacher. Those children who are withdrawn from RE lessons will be provided with alternative activities and fully supervised.

Planning the RE curriculum

It is recommended that 45 hours minimum per school year should be devoted to religious education, and the programmes of study in *Living Difference* Revised have been designed with these time recommendations in mind. In practical terms this is 7.5 hours per half-term. RE is taught in blocked units, either across a week or a day, according to the arrangements of each class timetable.

Class teacher's responsibilities

- To teach RE for around 7.5 hours each half-term, preferably in a block of time
- To adapt medium term planning so that it is suitable for each class
- To provide oral or written feedback on the success of each concept for the subject leader
- To record pupils progress each half-term on grid formats provided by the RE leader

Subject Leader's Responsibilities

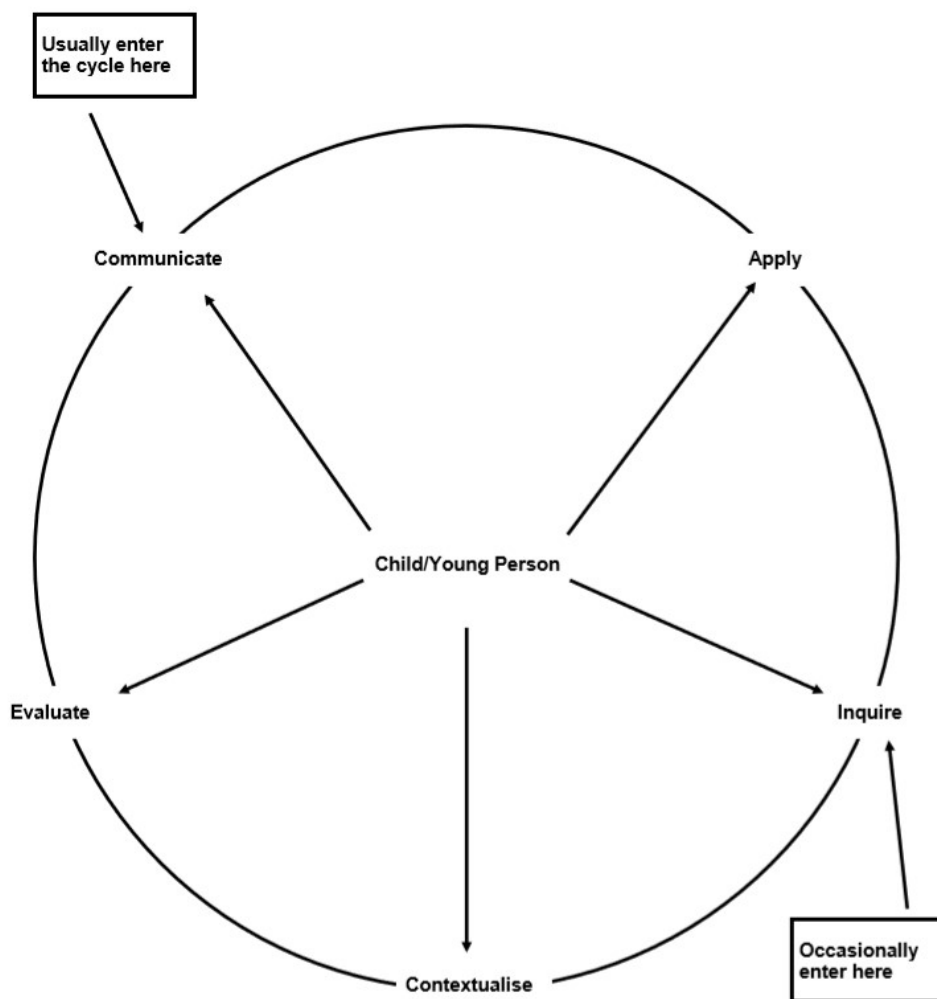
- Oversee & organise the long term RE planning
- Provide basic medium term planning each half-term to each year group's team leader for dissemination and for adapting for their individual year groups and classes
- To monitor RE teaching and learning
- Provide sufficient provision of suitable resources
- To facilitate any training as necessary
- To update and disseminate latest developments in RE to all staff
- To organise assessment opportunities and track progression of all children across the school
- To moderate the judgements made about pupils' attainment and provide an overview of attainment in RE throughout the school

Assessment, Recording & reporting arrangements for RE

The RE leader is responsible for organising what will be assessed and how this assessment will be recorded. Class teachers are responsible for recording the progress in RE at each stage of the cycle once each year (i.e. 5 stages to the cycle and 6 half-terms means that the contextualise part of the cycle is recorded twice in the course of the year). The RE leader will facilitate training on how to assess and record progress in RE. Each term the RE leader will monitor the recording of assessment in RE and annually will consider the implications following this assessment to monitor pupil progress in all areas of the cycle.

Teaching and Learning strategies used in RE (ref to Teaching and Learning policy as well as RE procedure and help document)

In addition to the teaching and learning policy it should be noted that unlike many other subjects, RE is a philosophical enquiry based upon the learners own perceptions and understandings of each concept which should remain fluid and develop as the learners' progress through the cycle of learning (see diagram below for the learning cycle). The *Living Difference III* syllabus is used to guide concept driven learning, encouraging children to begin from their own personal points of view and having opportunities to then hear about other people's points' view and how other religions would view these ideas.



Throughout the cycle learners will be interrogating the concept to develop their understanding of what it means which should grow and develop as the cycle is followed round.

Summary of the content of RE within the scheme of work

Below is the planning overview for RE teaching including how the **Understanding Christianity** resource has been used to complement our RE teaching. It also shows the golden threads that allow for continuity of themes and concepts across the key stage. Each year group will learn about Christianity and in addition years 3&4 will learn about Judaism and years 5&6 will learn about Islam.

Golden Threads (LDIV)

Curriculum enrichment

Understanding Christianity resources

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	MESSAGES Jesus' parables GOSPEL – KS1 (English link and intro to School Values and Church school) Community Christian	ANGELS INCARNATION KS1 – digging deeper – focus on the message of the angels telling the Christmas story Christian REV HEATHER IN FOR QUESTION AND ANSWER	REMEMBERING Shabbat Jewish NB: Resource box needed VISITOR FROM READING SYNAGOGUE	FORGIVENESS The Easter Story SALVATION – KS1 digger deeper Love Christian	TEMPTATION CREATION / FALL – who made the world? Christian	SACRED PLACES Places of worship Synagogue VISIT TO JEWISH SYNAGOGUE Gurdwara Special Jewish / Sikhism
Year 4	IDENTITY Bar / Bat Mitzva Jewish Belonging VISITOR FROM READING / WORKING SYNAGOGUE	LIGHT AS A SYMBOL How is Jesus seen as the Light of World? INCARNATION – ks2 digging deeper Christian	FREEDOM The Passover PEOPLE OF GOD – Upper KEY STAGE 2 Christian / Jewish	CHANGING EMOTION The Easter Story Salvation - Lower Key Stage 2 (digging deeper) Christian Love REV HEATHER IN FOR QUESTION AND ANSWER	WISDOM Torah / Guru Jewish / Sikhism	PRAYER Prayer - The Lord's prayer KINGDOM OF GOD – Key Stage 2 Christian
Year 5	GOOD NEWS GOSPEL – Upper KS2 Christianity	HOPE Christianity INCARNATION – Was Jesus the Messiah? – Upper Key Stage 2 (core learning) REV HEATHER IN FOR QUESTION AND ANSWER?	COMMUNITY The five pillars of Islam Islam Community	SACRIFICE The Easter Story SALVATION – Upper Key Stage 2 2b.6 Christian Love	STEWARDSHIP CREATION / FALL – What do Christians learn from the Creation Story? Christianity / Humanism QUESTION + ANSWER SESSION WITH MEMBER OF CHURCH CONGREGATION / non-religious background	BELONGING Muhammad PBUH and the Qur'an Islam MOSQUE VISIT
Year 6	SERVICE KINGDOM OF GOD – What kind of king is Jesus? Upper Key Stage 2 Christian	SALVATION INCARNATION – Was Jesus the Messiah? – Upper Key Stage 2 (digging deeper) Christian	RITUAL What does it mean to be a Muslim today? Islam SPECIAL	RESURRECTION The symbol of the empty cross SALVATION – Upper Key Stage 2 2b.7 Christian Love REV HEATHER IN FOR QUESTION AND ANSWER	JUSTICE PEOPLE OF GOD - How can following God bring Freedom and Justice? Christian/Islam/Judaism	River of Life Humanism Belonging

