



Religious Education Policy

St. Andrew's C of E Primary School

June 2019

MISSION STATEMENT

Our successful Church of England school offers a wide range of exciting and educational opportunities to enhance skills, talents and creativity. This is driven through our Christian values of Excellence, Nurture, Respect, Integrity, Community and Hope. The school community appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. As a result, we take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together.

AIMS OF SCHOOL

To Be A Community Where:

- Have an enthusiasm and thirst for learning
- Have confidence to be themselves and consistently aim high to challenge their potential;
- Have an awareness for the world beyond their own – have respect and understanding of others with circumstances different to their own;
- Explore all opportunities provided to discover their talents and abilities;
- To be kind and respectful members of their community;
- Have embedded morals;
- Have fun, good memories of their school life;
- Be inspirational role models.

THE PRIMARY CURRICULUM

We aim to teach Religious Education in a creative and engaging way. RE is generally taught as a discrete subject. The school meets all aspects of the RE curriculum set out in the Cambridgeshire Agreed Syllabus, and is a combination of units from the Agreed Syllabus and units from Understanding Christianity.

OUR AIMS FOR RE AT ST ANDREW'S C OF E PRIMARY SCHOOL

Religious Education (R.E.) at St Andrew's C of E Primary School fulfils the requirements of The Cambridgeshire Agreed Syllabus for Religious Education 2018.

Religious Education focuses on spiritual, moral, cultural, mental and physical development and prepares pupils for a future in society by: * learning from faith * learning about religious traditions. In order to develop the whole child as a spiritual, moral, social and cultured being, the pupils need:

- * to be challenged intellectually.
- * to have their feelings deepened.
- * to be encouraged to act responsibly.
- * to acquire relevant skills.

This will be achieved in ways that are socially constructive. Therefore, the Religious Education curriculum requires an approach in which teachers, pupils and school communities are:

- * working in partnership with parents, faith communities and the wider society.
- * being responsive to the values, freedoms and creative needs of people living in Cambridgeshire and elsewhere.
- * cultivating social cohesion and solidarity

RE will be delivered through the teaching and learning of 24 spiritual and moral dispositions, through Agreed Syllabus and Understanding Christianity units.

In addition, as a church school we aim to:

- * provide children with an understanding and knowledge of Christianity; its beliefs, traditions and festivals.
- * sustain a view of God as central to our daily lives (both within and beyond the school community) and to create opportunities for God to be revered, worshipped and prayed to through our daily acts of worship and other activities.
- * nurture the spiritual growth of each child in our care, by introducing them to and enabling them to reflect on the many wonders in their own lives and the world beyond.
- * develop a caring attitude towards others.
- * foster links with places of worship and representatives of religious groups of the faiths learned about in R.E lessons (both locally and in other parts of the region)

HOW DO WE ENSURE THAT PUPILS SKILLS, KNOWLEDGE AND UNDERSTANDING ARE DEVELOPED IN A SYSTEMATIC WAY?

The school uses the Cambridgeshire Agreed Syllabus and Understanding Christianity. R.E lessons are delivered weekly and are planned according to the Syllabus units and UC units, which provides a clear framework for the teaching of R.E. from Reception to Year 6. It is planned in the Foundation Stage through the EYFS, particularly Personal, Social and Emotional Development and Understanding of the World, as well as through Understanding Christianity units. Most units are taught as a sequence of three to six lessons.

During the course of their time at this school pupils will become familiar with the main stories, symbols and ceremonies of each major world faith (i.e. Christianity, Judaism, Islam, Hinduism, Buddhism, and Sikhism). Knowledge of religions will also be acquired by experiencing celebrations, festivals and rituals, and appreciating their symbolic significance.

We intend that our strong link with the parish church of Soham and its clergy, and links with other religious communities, will enhance pupils' knowledge and understanding by providing opportunities for first hand learning experiences.

Progression in RE will be characterised by:

- * increasingly precise use of religious vocabulary
- * understanding a wider range of beliefs and practices and the links between them
- * more systematic investigation of questions
- * asking questions and suggesting answers to moral and religious questions

By the end of Key Stage 2, most children will be able to: describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions. They show understanding of what belonging to religions involves. They show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology. They ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues and suggest answers from their own and others' experience, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

HOW DO WE ASSESS AND RECORD PUPIL DEVELOPMENT?

Pupils' attainment in R.E. will be assessed through a range of approaches that provide a fuller understanding of each child's progress in developing knowledge and understanding of and from religion. These include questioning; feedback from marking (comments, not grades); peer and self assessment; formative use of summative tests. Evidence may be collated from subjects across the curriculum. Teachers keep a scrapbook of each unit covered.

MONITORING RELIGIOUS EDUCATION

The teaching of R.E. will be monitored regularly, according to the school's monitoring timetable. The Policy and Programmes of Study for R.E. will be reviewed bi-annually according to the review timetable.

HOW IS THE SUBJECT RESOURCED?

Religious Education is allocated a sum of money annually from the school's budget. Resources are purchased to meet the needs of the Programmes of Study, in consultation with the head teacher and staff.

INCLUSION

We have a responsibility to provide a broad and balanced curriculum for all pupils. It is necessary to take into account these three principles in order to develop a more inclusive curriculum:

- a) Setting suitable learning challenges (including SEN &G&T).
- b) Responding to pupils diverse learning needs
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

RIGHT OF WITHDRAWAL

RE at St Andrew's C of E Primary School aims to be inclusive but we respect the legal right of parents to withdraw their children from religious education with written permission. We also respect the right of teachers to withdraw from teaching RE, although recruitment procedures will ensure appointed staff are sympathetic with the aims of a church school.

WHEN WILL THE POLICY BE REVIEWED?

This policy has been revised and updated by Mr Mike Harrison (Headteacher) in consultation with Miss Sarah Churchill (Collective Worship Lead), school staff and governors in June 2019.

The policy due to be reviewed in June 2020.