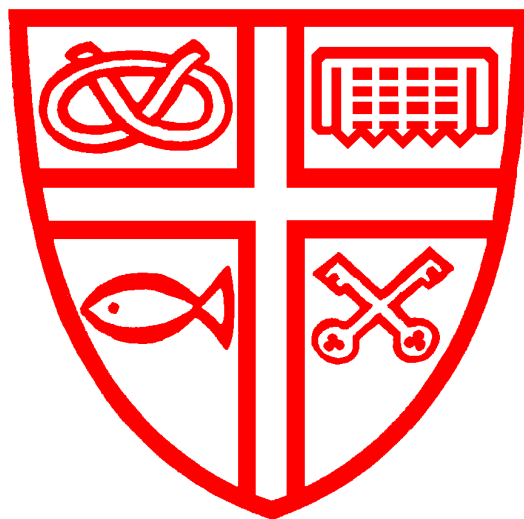


St. Peter's C of E (VA) Primary School Caverswall

Love Christ
Love Learning
Love One Another



RE

April 2020-2023

St Peter's CE (A) Primary School

RE Policy

Vision Statement St Peter's (VA) CE Primary

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

The Aims of RE

At St Peter's our aim is for our children to gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity. Through engaging and creative teaching of RE, the children will develop a deeper awareness of their own and others' identities and are able to respect the differences. They develop a clear sense of what is of real value in today's world. Our school ethos 'Love Christ, Love Learning and Love One Another' (*"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27*) is embedded not only in RE, but also across all school life.

St. Peter's Primary School is a Church of England Aided school and its RE teaching will reflect its overall Christian ethos. As a Church of England Aided School, it is the responsibility to the governing body to determine the curriculum, advised by the Diocese of Lichfield. The RE is independent of the local authority and therefore not bound by the Agreed Syllabus or part of the OFSTED inspection process. In St. Peter's the RE is part of the SIAMS, which is Section 48 of the 2005 Education Act. The school recognises the right of withdrawal of pupils by their parents, but works actively to promote the participation of all pupils. At present there are no pupils who are withdrawn from RE lessons or collective worship.

RE teaches us to understand religious beliefs, teachings and practices, and therefore helps us to make sense of the world we live in. When learning from religion, the children learn to express their own thoughts, feelings and ideas to others.

The aims of RE at St Peter's are:

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- To develop pupils' abilities to connect, reflects upon and apply their learning to their own growing understanding of religion and belief

- To give children the opportunity to grow in self awareness, and to know they are valued and respected as a person
- to have opportunities to respond to people and the world around them, and to experience awe and wonder
- to promote an awareness and insight into non-Christian faith communities in Britain and the world
- to give children the opportunity to find out about the life and work of the local area

Plan:

In St. Peter's Primary School our programme of study consists of 2/3 of Christianity and 1/3 other faiths. The core concepts, which will be revisited a number of times, fit into a spiral curriculum.

These concepts are explored through key questions encouraging links and connections. The key questions are explored in relation to the Bible, the Christian community and wider Christian living. There are three core skills covered in each unit which can be woven together to achieve the outcomes.

- 1) Making sense of the text develops the skills of reading, interpretation, and making sense of the meanings of texts for Christians.
- 2) Understanding the impact examines ways in which Christians respond to biblical texts and teachings, and how they put their faith into practice in diverse ways.
- 3) Making connections helps the pupils reflect on and make connections between pupils' own lives and ways of understanding the world.

Other faiths are taught through the RE curriculum and explored further through festivals. We aim to promote an awareness and insight into non-Christian faith communities in Britain and the world through discrete lessons and collective worship.

It is the class teacher's responsibility to complete the weekly plans for the teaching of RE. These plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. They also allow for evaluation which enables effectiveness of lessons to be assessed, children's progress to be tracked and areas of concern to be highlighted.

At St Peter's we recognise that developed, thorough, focused planning leads to effective teaching and learning.

- Staff have a clear understanding of the wider curriculum and how the curriculum is built at St Peter's. They make pertinent links and connections amongst subjects as well as devising activities to practise skills and learning.
- Staff fully understand the expectations of RE curriculum coverage and standards of the year group they teach.
- Subject knowledge is strong across all subjects and common misconceptions are understood and planning takes this into account.
- Staff write and follow the RE schemes of work which are focused, clear and precise. They have been developed to build learning over time, across the years and make relevant connections.

- Through effective use of diagnostic assessment, work will be planned that meets the needs of the children.
- Work planned meets all the needs of the class from challenge for the able children, those who need scaffolds to develop and those who need a specific programme to access the learning at their own level. Ensuring that the children will be pushed to meet their own potential.
- Work planned will always be purposeful ensuring learning is progressing.
- Careful planning and organisation will ensure that staff are always prepared to give a high quality lesson.

Allocation of Time

In Foundation Stage, Key Stage 1 and Key Stage 2 the children will have a weekly RE lesson. RE meets to recommended time allocation (36 hours a year in KS1, 45 hours a year in KS2). RE is supported by our Collective Worship themes, but Collective Worship time is not used as part of the time allocation.

Teach:

At St Peter's we recognise that each staff member brings different styles and skills to the table which we celebrate. However to ensure that there is a consistent approach across all RE and all year groups teaching need to follow the following ethos as the foundation for their practise.

- Staff follow expectations for teaching and learning set out by the RE subject leader and school policies.
- All staff must model the highest standard of English and maths through their speech, handwriting, presentation and spelling.
- All staff understand how children learn and incorporate into lessons the teaching style most appropriate for the year group.
- Staff must create a positive atmosphere for learning including following the behaviour policy, providing a stimulating learning environment, promoting independence and responsibility, pushing the children out of their comfort zones and celebrating effort and success.
- Staff share high expectations at the beginning of the lesson and provide a clear picture of what work is expected, what the standard of work looks like and model what pupils should be doing.
- Staff share information in a clear manner that has been planned to reduce cognitive overload.
- Staff use a range of styles / pedagogies which fit children's needs - scaffolding, modelling, questioning etc.
- Staff provide guidance throughout the lessons to push progress.
- Staff adapt lessons / suite of lessons to ensure that children are meeting the standards for their year group and to make lessons inclusive for all.
- Staff support children to reflect on learning each lesson against focused objectives.
- Staff ensure that previous learning is constantly reinforced and maintained such as handwriting, punctuation and spelling rules.

- Children are involved in their own learning:-
- Children understand how learning links together through the use of learning pathways.
- Children know what they are learning that session through learning objectives and why it is important / links with outcomes being explicit.
- Children are directed to use higher order thinking skills to promote deeper thinking.
- Children will self-check and self-assess independently and through set tasks.
- Children are encouraged to drive the learning and ask questions so they are active participators in their own learning.

Foundation Stage (Reception)

We teach RE as a discrete subject in our Reception class, although sometimes it is linked to our overall topic. In Foundation Stage, we relate the RE aspects of the children's work to the statements in the Development Matters, which underpin the curriculum planning for children aged three to five.

Key Stages 1 and 2

In Key Stage 1 and 2 RE is taught as a discrete subject, although there is often overlap as RE permeates the whole curriculum. The school uses a variety of teaching and learning styles in RE lessons, such as whole-class or group-direct teaching. During these lessons we encourage children to ask as well as answer questions. Children use computing in RE where it will enhance their learning. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

RE and SEND pupils

We teach RE to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in RE takes into account the targets set for individual children in their Learning Passports.

At St Peter's we aim to enable every child to achieve their full potential. We aim to create a fully inclusive environment where all pupils, irrespective of ability or aptitude, can take a full and active part in RE lessons. Teaching staff use a number of strategies to make lessons fully accessible by accommodating the needs of individual pupils through reasonable adjustments.

Where a pupil has been assessed as having a specific special need, then all reasonable steps will be taken to ensure the pupil's needs are met where possible according to the resources allocated to the school.

The school acknowledges the Disability Discrimination Act; please refer to the Disability Discrimination policy and the Equal Opportunities policy.

Equal Opportunities

(to be read in conjunction with the Equal opportunities policy)

St Peter's School ensures equal opportunities for all pupils by:-

- ensuring pupils of the same year group follow the same scheme of work
- ensuring equal access to RE for all pupils
- ensuring that the subject leader monitors RE plans and schemes of work.
- The school acknowledges the principles of the Gender Equality Scheme.

Ethnicity and Cultural issues in RE

As St. Peter's is a school with few pupils of a minority ethnic heritage, positive steps are taken to acknowledge and celebrate cultural diversity and to challenge racist perceptions.

Finance and Resources

Finance for RE is dependent on the school budget and school improvement plan. Resources are allocated on this basis. There is a range of resources to support the teaching of RE across the school. A range of software is available to support work with the computers and all whiteboards have access to the internet and its programs and resources.

Assessment, Recording & Reporting

In Foundation Stage observations and assessments are recorded on the child's Individual Learning Journey. Pupils are assessed against age appropriate Development Matters statements, to identify the developing skills, knowledge, understanding and attitudes the children will need if they are to achieve the Early Learning Goals by the end of Foundation Stage. The children's progress on RE is reported to parents as part of the end of reception report.

Children's progress in RE is assessed after every topic in Key Stages 1 and 2. Teachers may use formal assessment methods or monitor their progress informally. Progress in RE is reported in the annual report to parents.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE subject leader. The work of the RE subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. It also includes the monitoring of lessons and book scrutinies to track standards in the subject. The RE subject leader gives the headteacher an action plan which indicates areas to be targeted. This is updated on a yearly basis.

The headteacher allocates management time to the RE subject leader so that she can carry out her administrative duties in the subject.

A named member of the school's governing body is briefed to oversee the progress of RE. This governor speaks regularly with the subject leader to review developments and reports back to other governors.

ROLES & RESPONSIBILITIES

The Governors recognise their responsibility and aim to ensure that all pupils in the school

receive their statutory entitlement to the National Curriculum for RE as set out in the current order for the subject. The policy committee will review this policy when necessary. A governor has been appointed to be a link person with school to discuss RE issues on at least a half-termly basis. The link governor for RE is Reverend Linda Lucking. This governor will feed back information at termly meetings of the governing body.

In order to monitor provision, governors will expect to receive a termly written report on the subject via the medium of the headteacher's reports.

The headteacher will be responsible for:

- determining, organising and implementing an appropriate RE curriculum
- keeping under review the organisation and teaching of the RE curriculum in the school
- organising a common system of assessment and record keeping procedures for RE throughout the school
- regularly reporting to the governors the progress and development of the RE curriculum in the school
- ensuring that the school development plan identifies the resourcing needs of the RE curriculum
- delegating appropriate responsibility for development of RE to a named member of staff.

The class teacher will be responsible for:

- planning and preparing appropriate work to meet the individual needs of the pupils in RE
- producing planning documents and lesson notes as required by the headteacher; these to be available for examination at all times
- ensuring work is marked and that targets and progress are discussed with pupils on a regular basis
- monitoring progress and systematically recording achievements using the school's agreed systems
- contributing to the production of the school development plan by taking part in discussions and providing notes of suggestions to the headteacher relevant to subject and/or Key Stage responsibility.

The RE co-ordinator is responsible for:

- Ensuring that RE maintains its high status in our school
- Ensuring that each year group is following the scheme of work as agreed
- Supporting colleagues in detailed planning and delivery of their RE provision.
- Monitoring provision in the form of written plans from each class.
- Keeping in touch with developments and disseminating information as appropriate.
- Attending termly network meetings and meetings where colleagues at other local schools work to ensure progression between schools.
- Undertaking personal development in this area and organising and/or delivering staff INSET when appropriate.
- Ordering appropriate resources when money is available and disseminating this information to staff.

- Carry out monitoring exercises, each with a clear focus. This will include observation of teaching and learning, scrutiny of pupil work and talking to staff and pupils

This policy is in line with all the school's policies on safeguarding and equal opportunities, including gender, race, SEN and disability.

Signed:.....

Signed:.....

Headteacher

Chair of Governors

Date:.....

Date:.....

Date of next policy review May 2022

Appendix i

Contribution of RE to Teaching in other Curriculum Areas

English

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening, and extending their vocabulary. For example, during English, the children may research and write a newspaper article about a famous Christian. The children may explain and present their work to others during plenary sessions.

Personal, Social and Health Education (PSHE) and Relationships Education

RE contributes to the teaching of Personal, Social and Health Education, and Citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views. Key Stage worship is also linked the SEAL (Social and Emotional Aspects of Learning) termly topics.

Spiritual, Moral, Social and Cultural Development

The teaching of RE widens the pupils' vision of themselves and their own experience within the context of a growing awareness and understanding of God. It helps the pupils to develop their own informed values and take responsibility for their own choices. It helps pupils to understand some of the major forces shaping the values in our society and the importance of living in a community. It aids pupils in exploring aspects of their own cultural heritage and in developing positive attitudes towards diversity.