

St Saviour's Religious Education Policy



Our Values

Care like Jesus

- For each other and the school
- For our local community
- For God's creation

Respect for God

- Aiming at the best from ourselves and for others
- Honouring our Christian values
- Valuing the difference in others

Inspire the Spirit

- Being open to new challenges and experiences
- Fostering creativity in everything we do
- Deepening our sense of the spirit

Policy date: May 2015

Review: May 2017

School Leader: Joy Clarke

School Governor: Philippa Downs

St Saviour's Religious Education Policy

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

At St Saviour's Religious Education is a core subject.

St Saviour's School is a Church of England Voluntary Aided School therefore the provision of RE is in accordance with the Trust Deed of the school. The school adopts the Locally Agreed Syllabus, and follows the Discovery RE programme, supplemented with additional material on Christianity from the Discovery RE.

This RE policy is informed by current national guidance:

- RE in English schools: Non-statutory guidance 2010
- RE: realising the potential Ofsted 2013
- A Curriculum Framework for RE in England, REC 2013

The aims of our RE, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE at St Saviour's Church of England School we intend that religious education will:

- Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This is in keeping of our core value of inspiring the spirit.

St Saviour's Religious Education Policy

- Enable pupils to build their sense of identity and belonging, which helps them flourish within our Christian community, be inclusive of all school communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice in keeping with our core value of respecting diversity.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. This is in keeping of our core value of caring for one another and God's world. Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

How is RE organised in our school

- RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning.
- Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.
- Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.
- Learning is assessed and children have opportunity to express their own thoughts and beliefs and Class teachers teach RE. Staff may withdraw from teaching RE.
- It is taught at least 5% of the time as a discrete subject.

Differentiation/SEN

- Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy.
- Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.
- To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level exemplars for the full range likely for that age group, allowing children to evidence levels from L1 to L5.

Assessment

- Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment.
- This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level.

St Saviour's Religious Education Policy

- Each enquiry has assessment levels and exemplars based on the current nationally agreed levels.
- Each teacher uses a specially prepared excel spreadsheet to record AT1 and AT2 levels for each enquiry whilst recording an overall level annually.
- Moving towards a life without levels includes identifying expected and exceeding outcome. We will use levels and transfer them to emerging, expected or exceeding. We will transfer to new outcomes linked to enquiries in 2015 to 16.

Record and tracking progress

- To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.
- Pupil's *I can statements* are used as guides for self-assessment

Reporting to parents/carers

- The assessment process described above helps teachers report to parents/carers.
- RE enquiries give teachers meaningful evidence to cite in reports. Reporting to parents is annual and RE have a section dedicated to reporting in annual reports.

The Attainment Descriptors

As the locally agreed syllabus is reviewed and changes are made to the national requirements it may be necessary to move to a different method of measuring progress and attainment.

Monitoring and evaluation

Senior Leaders and the RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

RE is an important subject in contribution to the schools development as a Rights Respecting School which we plan to explore within 2015 to 16.

External contributors from the community, e.g. our parish Team from All Saints and St Nicholas churches. Our Children and Families Worker from the Parish, local speakers from the wider Anglican family and other religions, make a valuable contribution to the RE programme as do visits to places

St Saviour's Religious Education Policy

of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. We would like an inspirational approach to the teaching of RE in our school so that it nourishes pupils faith.

Teaching Sensitive and Controversial Issues involving parents and carers

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Our values of Care like Jesus, Respect for God and Inspire the Spirit help us in the way we nurture the whole child at a time of celebration or a time of difficulty.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression. All staff uphold the Christian ethos of the school whilst still respecting the beliefs and views of others.

For example:

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- Response to RE comments on reports
- Curriculum newsletters
- Displays
- Letters home on particular subjects or areas

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the

St Saviour's Religious Education Policy

opportunity to discuss this, if they wish. A request has to be made each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- SMSC Policy

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

All staff receive training on delivering the scheme and the ways of teaching good enquiry based learning. All staff are trained in Philosophy for Children in order to enhance the enquiry based approach.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed annually

St Saviour's Religious Education Policy

St. Saviour's RE overview 2015 - 16

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Theme: Special people Key question: What make people special?	Theme: Christmas Key question: What is Christmas?	Theme: Celebrations Key question: How do people celebrate?	Theme: Easter Key question: What is Easter?	Theme: Story time Key question: What can we learn from stories?	Theme: Special places Key question: What makes places special?
1	Christianity Theme: Creation story Key question: Does God want Christians to look after the world?	Christianity Theme: Christmas story Key question: What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?	Christianity Theme: Jesus as a friend Key question: Was it always for Jesus to show friendship?	Christianity Theme: Easter – Palm Sunday Key question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Theme: Shabbat Key question: Is Shabbat important to Jewish children?	Judaism Theme: Chanukah Key question: Does celebrating Chanukah make Jewish children feel closer to God?
2	Christianity Theme: What did Jesus teach? Key question: Is it possible to be kind to everyone all of the time?	Christianity Theme: Jesus as gift from God Key question: Why did God give Jesus to the world?	Islam Theme: Prayer at home Key question: Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Christianity Theme: Easter - resurrection Key question: Is it true that Jesus came back to life again?	Islam Theme: Community and belonging Key question: Does going to the mosque give Muslims a sense of belonging?	Additional Christianity: Why is Jesus important to Christians?
3	Hinduism Theme: Divali Key question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Christianity Theme: Christmas Key question: Has Christmas lost its true meaning?	Christianity Theme: Jesus' miracles Key question: Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity Theme: Easter - Forgiveness Key question: What is 'good' about Good Friday?	Hinduism Theme: Hindu beliefs Key question: How can Brahman be everywhere and in everything?	Additional Christianity: What did Jesus teach his followers?
4	Judaism Theme: Beliefs and practices Key question: How special is the relationship Jews have with God?	Christianity Theme: Christmas Key question: What is the most significant part of the Nativity story for Christians today?	Additional Christianity: How do people worship?	Christianity Theme: Easter Key question: Is forgiveness always possible?	Buddhism Theme: Beliefs into practice Key question: What is the best way for a Buddhist to lead a good life?	Christianity Theme: Prayer and worship Key question: Do people need to go to church to show they are Christians?
5	Sikhism Theme: Belief into action Key question: How far would a Sikh go for his/her religion?	Christianity Theme: Christmas Key question: Is the Christmas story true?	Sikhism Theme: Beliefs and moral values Key question: Are Sikh stories important today?	Christianity Theme: Easter Key question: Did God intend Jesus to be crucified and if so was Jesus aware of this?	Christianity Theme: Beliefs and practices Key question: What is the best way for a Christian to show commitment to God?	Additional Christianity: How have Jesus' followers put his teachings into practice?
6	Additional Christianity: Are miracles evidence that God exists?	Christianity Theme: Christmas Key question: How significant is it that Mary was Jesus' mother?	Christianity Theme: Beliefs and meaning Key question: Is anything ever eternal?	Christianity Theme: Easter Key question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Islam (Moved from autumn) Theme: Beliefs and moral values Key question: What is the best way for a Muslim to show commitment to God?	Islam (2 units in 1) Theme: Beliefs and practices Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?

St Saviour's Religious Education Policy