

# RE POLICY



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

**ST. PETER'S CE PRIMARY SCHOOL**

*firm foundations, shining bright*

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

## OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.

## THE FOUNDATIONS OF OUR CURRICULUM

### ACADEMIC

Tailoring learning to suit the needs of all our children, encouraging a lifelong love of learning and pride in their achievements.

### EMOTIONAL

Encouraging happiness and resilience.

### SPIRITUAL

Knowing and sharing God's love, exploring and respecting their own, and others', beliefs.

### PHYSICAL

Promoting healthy choices and lifestyles.

### SOCIAL

Promoting friendship and respect, team-work and responsibility; nurturing outward-looking citizens with a rounded view of the wider world.

## **Our Vision for Religious Education - VISION**

At St Peter's, RE expresses and strengthens our vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, physically, socially, academically, emotionally is reflected in the [RE curriculum](#). In St Peter's, where pupils and staff come from backgrounds of faith and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. We provide an RE curriculum that is rich and varied and study a range of world religions and worldviews. At the heart of RE in St Peter's is the teaching of Christianity, rooted in the person and work of Jesus Christ which enable learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied. Links with the Christian values of the school are intrinsic to our RE curriculum. In accordance with our vision, (see Pg.1), in every class we aim to provide suitable learning opportunities that are matched to the needs of all children. This may be done through providing support, differentiating activities and using a range of teaching and learning styles within lessons. Where possible, teaching will be supplemented with trips to places of worship. Pupils are encouraged to know about, understand and respond to the important and ultimate questions of life. In addition to our RE curriculum, we provide opportunities for pupils to explore, develop and affirm their own faith and values whilst having respect for the faith, beliefs and values of others. Encountering religion and belief includes enquiry into, and investigation of, the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the [skills of interpretation, analysis and explanation](#).

Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It develops pupils' ability to consider and relate their learning to questions of: identity and belonging; meaning, purpose and truth; values and commitments. As pupils communicate their responses to learning their religious literacy is developed and enhanced.

### **Aims**

The aims of Religious Education in this school are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose.
- As part of the wider curriculum, children are encouraged to explore their own religious, spiritual and philosophical ways living, believing and thinking.

- To understand the importance of the development of strong and harmonious links between school and church.

The following documents inform our RE teaching:

- [RE in a Broad and Balanced Curriculum](#)
- [RE Statement of Entitlement](#)
- [C of E Vision for Education](#)
- [C of E Valuing All God's Children](#)
- [Cof E Mental Health and Wellbeing: Towards a Whole School Approach](#)

## **Legal Framework - PROVISION**

As a voluntary aided school, we are free by law to provide RE in accordance with our trust deed.

St Peter's RE curriculum is based on the Chester Diocesan Guidance which fulfils all legal requirements and embodies the RE Statement of Entitlement from the Church of England Education Office 2019. Parents have a legal right in accordance with the Education act 1996 to withdraw their children from religious education lessons. The aim of the school is to interpret human knowledge to its pupils in the light of the Gospel, with the school community contributing to the spiritual and moral growth of the pupils as well as to their intellectual and physical development. As a result, the withdrawal of pupils from formal Religious Education or collective worship, would not isolate them from the Christian teaching which the school gives, and no specific arrangements for withdrawal are in operation.

## **Teaching & Learning**

We follow the Chester Diocesan syllabus. There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.

- RE will be given at least 5% of curriculum time i.e. 50 minutes per week in the foundation stage and key stage 1 increasing to 1 hour per week in key stage 2.
  - The long term plan ensures that there is continuity and progression for pupils and opportunities for assessment.
  - A range of teaching and learning activities inspire pupils' learning.
  - Pupil progress and attainment in RE is tracked and recorded half termly and the school keeps records of evidence to support assessment data. Progress in RE is part of pupils' annual report to parents.
- Inclusion and differentiation for children with SEND are considered in our planning and teaching as they are in all areas of the curriculum.
- RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate. Occasionally, we may plan RE days or weeks to study a theme in more depth.
  - Curriculum enrichment opportunities are planned wherever possible.

- In this school the faiths taught in essential RE in more depth at KS1 are Christianity and Judaism and at KS2 Christianity, Islam and Hinduism.
- Of the RE taught, 70% is Christianity and 30% is other faiths.
- Wherever possible, links are made between Religious Education and other curriculum subjects as well as Spiritual, Moral, Social and Cultural Development/ British Values.
- Religious education also strongly supports the significance of belonging to a community, faith rules and their application to moral and ethical issues. This includes work on British values.

## **Assessment & Achievement - IMPACT**

*"In all Church school's religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences.*

*It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact."*  
*National Society RE Statement of Entitlement 2019*

Teachers continually assess both written work and children's contributions to discussions. As a great deal of R.E. is developed through discussion, careful attention is paid to a child's level of participation.

At the end of their education at St Peter's the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions
- Engage in meaningful and informed dialogue with those of other faiths and none.

## **Contribution to Spiritual, Moral, Social and Cultural Development of Pupils**

Religious Education has a significant, although not exclusive, role in the development of our pupils' spiritual, moral, social and cultural development. In addition to the contribution made by R.E. to this aspect of pupils' development, they will be taught to:

- Express views openly and honestly.
- Listen to and evaluate opinions.
- Develop their own personal values and learn to appreciate the beliefs, values and practices of others.
- Value imagination, inspiration and contemplation.

- Increase their knowledge, understanding of intentions, attitude and behaviour in relation to what is right and wrong.
- Extend their understanding of the religious aspects of their culture and those of others.
- Develop a context and vocabulary for spiritual, moral, social and cultural concerns.

Although we live in a multi-cultural and multi-ethnic wider society, children experience less diversity in their local community and so Religious Education has an important role to play in encouraging the children's understanding of the concerns and values of people from a wide variety of religious backgrounds and life stances. Religious Education in school should stress the similarities between religions.

In putting across a mainly Christian syllabus, teachers need to ensure that pupils approach other faiths with an attitude of understanding and respect. Materials from all faiths need to be handled with sensitivity and care in order to convey the respect to which all faiths are entitled. At all times pupils should be encouraged to develop a tolerance and respect for the rights of others' beliefs.

## **Leadership & Management**

The teaching, assessing and resourcing of Religious Education is managed by the RE subject leaders, in close collaboration with the Senior Leadership Team who, together, will ensure that the principles set out in the *Statement of Entitlement for RE* are implemented.

The RE subject leaders will support and regularly monitor the subject across the school and will receive an adequate budget yearly to do this. Relevant and regular CPD will ensure that his/her subject knowledge and expertise are kept up to date. The RE subject leaders will ensure that staff receive adequate training whenever necessary in the teaching and assessment of RE. Regular reports to the governor who holds responsibility for RE and to the governing body will ensure everyone is informed on progress and attainment in RE.

Inspection of RE at St Peter's school will be under the SIAMS inspection and the school will ensure the development of RE takes on board the criteria for the *SIAMS Evaluation Schedule 2018* when planning CPD and school improvement.

## **The Role of the Church Representatives**

At St. Peter's C.E. Primary School, the clergy of the Parish of Heswall, the Rector, Associate Vicar and the Curates, have special roles in contributing to the teaching of R.E. It is in both the collective worship and the classroom that an incumbent may make a particular contribution by:

- Leading a collective worship.
- Marking a special day.

- Offering guidance on a theological theme.
- Being a resource for a specific learning opportunity, eg. A baptism in F2
- Teaching an R.E. lesson

## Review

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE Leaders and the SLT and will be based upon discussions with all stakeholders, observation of teaching and monitoring of children's work. Re-evaluation of teaching plans will also form part of any review. The outcome of the review will influence future school improvement planning.

